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ABSTRACT

A five-phase study was conducted to evaluate all major computer systems used in writing IEPs (individualized education programs) in California. A "manual" sample composed of four Special Education Local Planning Agencies (SELPAs) that did not use computers was surveyed and responses compared with SELPAs that did use computers. An analysis of computer programs available nationally was also made. (Descriptions are appended.) Among findings were that costs of an IEP varied from $35 to $720 depending on the number of professionals involved; that IEP manual paperwork and documentation were considered useful by parents, teachers, and administrators (with teachers having a more positive attitude than in an earlier study); that 30 systems were identified nationally as producing all or part of an IEP; that computers have helped make the paperwork process more useful for daily instruction; that parents, teachers, and administrators reported satisfaction with computerized IEPs; that dollar and time savings were reported for annual review meetings using computer assisted IEPs; and that computer programs for IEPs were available for $99.00 to $9,995.00. Recommendations were made to administrators of SELPAs as well as to the California State Department of Education. A five-page executive summary precedes the report. Appendixes, which comprise more than one-half of the report, include sample interview questionnaires and manual IEP forms. (CL)

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Computer—Assisted IEPs

An Examination of the Relative Efficiency and Usefulness of Computer—Assisted Individualized Education Programs

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California State Department of Education

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Forward

Special thanks are extended to the SELPA and/or district special education directors, program specialists, special day class teachers, resource specialists, designated instruction and service specialists, and other school personnel who assisted us in gathering the information used in this study.

Disclaimer

This report was prepared under a special study grant (#34-3651-67447-01-82) from the California State Department of Education, Office of Special Education to the San Juan Unified School District. The contents of this report do not necessarily reflect the views or policies of the California State Department of Education or the San Juan Unified School District, nor does mention of any trade names, commercial products or educational agencies imply endorsement by the State or District.

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An Examination of the Relative Efficiency
and Usefulness of Computer-Assisted
Individualized Education Programs

EXECUTIVE SUMMARY

Study Overview

The purpose of this study was to identify, analyze, and assess all major computer systems used to assist in the writing of the Individualized Education Program (IEP) in order to report the extent and practicality of computer use in California. The study included these five phases:

Phase One

The first phase of this study investigated procedures and reactions to the handwritten IEP in a sample of four Special Education Local Planning Agencies (SELPAs) within California. The agencies in this sample did not use computers to complete the IEP and are termed the "manual" sample. Within these four agencies, a total of fifty-five people were interviewed. These people included directors, program specialists, teachers and parents. Findings from these manual sample interviews were designed to be compared with later interviews in agencies using computers to assist in writing IEPs.

Phase Two

A statewide survey was used to ascertain the use of computers in producing IEPs in California. Twelve SELPAs were identified which used computers to print all or part of an IEP. Two of these SELPAs used microcomputers, and the remainder used mainframe computers. The SELPAs differed in the amount of information they included in the printed IEP and in whether the printed IEP was a copy of the current IEP or was a proposed IEP.

Because the survey of California special education agencies revealed so few computer applications to produce IEPs, a search was conducted to find other IEP systems outside of California.

Phase Three

Five SELPAs which used the computer to assist in constructing the IEP were selected for the study. These agencies were Hesperia School District, Marin County, Simi Valley Unified, Placentia Unified, and Napa County. Because Napa County is now installing its system, interviews with staff and parents were conducted only in the first four SELPAs. In addition to the people included in the "manual" interviews, computer programmers were included in the computer sample. Fifty-eight people were interviewed regarding computer-assisted IEPs.

Phase Four

The findings from the interviews held with the manual sample were compared with those of the computer sample. Of interest were comparisons regarding the usefulness of the IEP produced by either method as viewed by parents, teachers and managers and comparisons of attitudes of these groups toward the use of computers in constructing the IEP. Cost comparisons were made between the IEP process time used by computer-users and non-users.

An analysis of the computer programs available throughout the United States was made. This analysis included information on the IEP sections produced by each system, the reports available and the type of equipment used.

Phase Five

Study findings and recommendations were reviewed with four consultants in computer use and special education. The SELPA director's guide to computerized IEPs was produced as an outcome of the consultant review. Conclusions were reached about the recommendations to be made to special education directors in California. Policy implications were given for the Office of Special Education, California State Department of Education.

Major Findings from the Manual Interviews

- The cost of writing an IEP depends largely on the number of professionals involved. An IEP can cost from $35 to $720. The most expensive placement is within another agency.

- Parents, teachers and administrators or managers consider the IEP documentation useful in planning the child's education. The team meeting is also valued by parents and teachers.

- The IEP paperwork itself is considered useful by parents, teachers and administrators. Parents use the IEP document as a reference immediately following the meeting, during the year, and to review prior to the the next meeting. Teachers find the IEP objectives useful for planning daily instruction, and may use other IEP information for reference. Teachers and administrators find that the IEP documentation helps to structure the IEP meeting process and to focus attention on program planning.

- Parents, teachers and administrators or managers are quite open to the use of the computer to assist in the completion of the IEP. Those groups see many advantages to computer-assisted construction of the IEP.

- Even though teachers see the IEP documentation as a paperwork burden, they have a more positive attitude toward the IEP than was found in the 1980 study "Paperwork in Special Education" (Enell and Barrick, 1980). This more positive reaction could be attributed to a growing familiarity with the IEP process and to a year-to-year consistency in the IEP forms used in each agency.

Special Education Computer System IEP Findings

- Twelve SELPAs or districts within SELPAs use computers in the IEP process. Eight of these are using computers to preprint current information on the first part or page of the IEP as well as for Management Information System (MIS) purposes. One of these SELPAs has developed its own programs for microcomputer use; the others use mainframe computers.

- Four SELPAs/districts are using computers to write IEPs, including printing specific goals and objectives.

- Thirty systems were identified from throughout the United States which can produce all or part of an IEP.

- Systems were identified which used mainframe computers and microcomputers (or both).

Major Findings from the Computer-Assisted IEP Interviews

- The computerized IEP process has all the elements of the manual IEP process plus data entry and printout of the IEP. To facilitate the data entry a Student Data Sheet is used to summarize data for entry. The "proposed" IEP is reviewed and revised by the IEP team.

- Parents are quite positive about the IEP assessment and team meeting. Parents feel enough assessment information is collected for decisions. The assessment information and the IEP meeting are helpful in making educational decisions. The IEP is used as a reference by parents.

- The computer has aided in making the paperwork process more useful for daily instruction.

- Parents and teachers respond favorably to the computer-assisted IEP. The IEP is legible and easier to understand. Parents feel involved in the IEP process even though the objectives are preselected.

- Teachers report no major change to adapt to the use of the computer to construct the IEP. Teachers do not object to using the computer. Computer-assisted construction of the IEP has many advantages and few disadvantages.

- Administrators and managers think that the computerized IEP saves teachers time, is more legible, and contains goals and objectives which are better written. Managers sense that parents and teachers are very positive about the computerized IEP.

Major Findings from the Comparison of Manual and Computer-Assisted Groups

- Positive attitudes toward using computers to assist in preparing IEPs were found in parents and teachers from both groups.

- The teacher perception of time-savings was supported by this study.

- Teachers with computer-assisted IEPs save nearly 30 minutes at each annual review meeting, with varying time savings for other initial placement meetings.
- Dollar savings for personnel used in annual review meetings with computer-assisted IEPs amount to up to 18 percent of the total cost.
- Sample IEPs from both groups included all of the federally-mandated IEP items and a majority of the items considered desirable.
- IEP programs produced by thirty agencies can print part of all of an IEP. Those programs including objectives differ in how the objectives may be chosen--by teacher or by testing information. Some programs provide administrative reports in addition to pre-printing the proposed IEP.
- Computer programs for IEPs are available at costs of $99 to $9,995.

Conclusions

- Computer-assisted IEPs are a definite help in reducing paperwork.
- Computer-assisted IEPs provide substantial time-savings in the annual review process and for most initial placements.
- Computer-assisted IEPs are easier to read, usually contain more instructional objectives, and comply with legal mandates.
- Computer-assisted IEPs are used more instructionally by both teachers and parents.
- Agencies using computer-assisted IEPs can monitor due process dates more easily.
- Computer equipment costs are usually shared with schools and districts for instructional and administrative uses rather than being solely for special education IEPs.
- Special attention must be paid to the "proposed" nature of a pre-printed IEP so that there is full involvement by all of the IEP team, including parents.
- Existing staff usually handle data entry tasks without added personnel.
- Costs for programs and support materials are considered worthwhile because of the benefits for teachers, parents and administrators.

Recommendations to Special Education Local Planning Agency Administrators

- Review current IEP forms to ensure compliance with State and Federal regulations and documentation of due process and for necessary report information.
- Consider ways to simplify current IEP forms through additional headings, descriptive information with boxes to check, or other ways to minimize teacher writing time.
- Investigate alternate procedures for minimizing the extra expense of personnel and time when students are placed outside of their home district.
- Consider the possible benefits of having guides to IEP objectives for teachers to use in pre-selecting possible objectives to include in the IEP.
- Monitor the amount of assessment used in annual review meetings that are not three-year reviews to minimize staff time used in routine assessments.
- Use computerized management information systems to pre-print the initial page or "face sheet" of the IEP.
- Gather information on possible uses for computers in special education instruction, management and IEP development.
- Gradually introduce changes that may lead to computer-assisted IEPs in the future.
- Undertake local surveys to determine current parent and teacher perceptions regarding the use of computers to assist in IEP development.
- Consider the benefits and disadvantages to using computers in the IEP process, and determine the computer equipment that is already available in your agency.

Recommendations to the Department of Education

- Develop guidelines related to computer-assisted IEPs. These guidelines might include use of qualifying words for pre-printed IEPs (proposed or pre-IEP), notification of parents to ensure full involvement, and other staff considerations to ensure proper due process.
- Encourage the use of computers to assist in IEP preparation because of the benefits such as time savings, better written IEPs, positive acceptance, greater instructional use, ability to monitor due process.

- Establish a strategically placed reference center within California for use by special education administrators who wish to view and try out some of the programs for computer-assisted IEPs.

- Provide suggestions for management of the IEP process when more than one agency level is involved. Placements outside of a single district continue to be a major IEP problem, increasing the time and cost requirements for placements by several hundred dollars per student.

- Recognize the changing climate for use of computers, and promote the development and use of various types of computer-assisted IEPs to reduce the paperwork burden still carried by most special education teachers.

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INTRODUCTION

INTRODUCTION

The purpose of this study was to identify, analyze, and assess all major computer systems used to assist in the writing of the Individualized Education Program (IEP) in order to report the extent and practicality of computer use in California. The study included these five phases:

1. Selection of representative Special Education Local Planning Agencies (SELPAs) and interviews on the manual construction of IEPs.

2. Search for additional SELPAs which use computers to assist in writing IEPs.

3. Interviews in selected SELPAs using computers in IEP development.

4. Analysis of current practices in manual and computer-assisted IEP systems within California and nationally.

5. Review of findings from the study and recommendations to streamline the IEP process.

Description of Individualized Education Program

The major goal of writing an Individualized Education Program (IEP) is to provide the proper instruction in the appropriate educational setting with all the needed services. The major elements in the IEP process are (1) the assessment, (2) the team meeting where the assessment is reported, and (3) the goals and objectives written for the IEP. The in-depth assessment is used to identify the educational needs of the child. A team meeting of professionals is called to discuss the assessment findings with the parent. In this meeting, the educational setting and appropriate instruction are selected. The IEP documents this assessment/team meeting process. Major items usually discussed in the team meeting and documented on the IEP are as follows:

- Report of assessment findings.
- Identification of educational needs.
- Determination of eligibility for special education.
- Determination of proper special education placement services.
- Selection of long term goals.
- Selection of short term objectives.
- Parental consent to placement of the student.

The IEP is mainly a management tool to assure an appropriate education for the handicapped child by providing a data trail of the assessment/team meeting process. (The federal and state legal references to the IEP are presented in Appendix A).

Overview of Study Phases

Phase One

The first phase of this study investigated procedures and reactions to the handwritten IEP in a sample of four Special Education Local Planning Agencies (SELPAs) within California. The agencies in this sample did not use computers to complete the IEP and are termed the "manual" sample. Within these four agencies, a total of fifty-five people were interviewed. These people included directors, program specialists, teachers and parents. Findings from these manual sample interviews were designed to be compared with later interviews in agencies using computers to assist in writing IEPs.

Phase Two

A statewide survey was used to ascertain the use of computers in producing IEPs in California. Twelve SELPAs were identified which used computers to print all or part of an IEP. Two of these SELPAs used microcomputers, and the remainder used mainframe computers. The SELPAs differed in the amount of information they included in the printed IEP and in whether the printed IEP was a copy of the current IEP or was a proposed IEP.

Because the survey of California special education agencies revealed so few computer applications to produce IEPs, a search was conducted to find other IEP systems outside of California.

Phase Three

Five SELPAs which used the computer to assist in constructing the IEP were selected for the study. These agencies were Hesperia School District, Marin County, Simi Valley Unified, Placentia Unified, and Napa County. Because Napa County is now installing its system, interviews with staff and parents were conducted only in the first four SELPAs. In addition to the people included in the "manual" interviews, computer programmers were included in the computer sample. Fifty-eight people were interviewed regarding computer-assisted IEPs.

Phase Four

The findings from the interviews held with the manual sample were compared with those of the computer sample. Of interest were comparisons regarding the usefulness of the IEP produced by either method as viewed by parents, teachers and managers and comparisons of attitudes of these groups toward the use of computers in constructing the IEP. Cost comparisons were made between the IEP process time used by computer-users and non-users.

An analysis of the computer programs available throughout the United States was made. This analysis included information on the IEP sections produced by each system, the reports available and the type of equipment used.

Phase Five

Study findings and recommendations were reviewed with four consultants in computer use and special education. The SELPA director's guide to computerized IEPs was produced as an outcome of the consultant review. Conclusions were reached about the recommendations to be made to special education directors in California. Policy implications were given for the Office of Special Education, California State Department of Education.

PHASE 1 - MANUAL IEP INTERVIEWS

PHASE ONE: MANUAL IEP INTERVIEWS

The first phase of this study investigated the writing of the IEP in a sample of four Special Education Local Planning Agencies (SELPAs) in California. The agencies in this sample did not use computers to complete the IEP and are called the "Manual Sample".

Interviews were actually conducted in five agencies. One agency was used to pilot an interview questionnaire (see Appendix B for questionnaire). The four primary study agencies were selected from the following areas: (1) rural, (2) semi-rural, (3) suburban, and (4) urban. Three of the agencies were in Northern California. One agency was in the Los Angeles Basin.

Interviews were requested with the special education director, two program specialists, six special education teachers and six parents of special education students. The director was asked to schedule interviews with teachers and parents who represented different special education programs or services. Due to absences, two program specialists, one teacher and two parents, were not interviewed. Interviews in the four districts include parents (N=22), teachers (N=23), and managers (N=10) for a total of fifty-five people.

The purposes of the interviews were to give (1) a description of different steps involved in the development of the IEP, (2) a timeline description of the assessment/team meeting process, (3) an accounting of the personnel involved, (4) the approximate cost of developing an IEP, (5) the usefulness of the IEP, and (6) a response to possible computerization of the IEP. Findings from the manual sample are presented in the following six sections.

(1) Steps Involved in Developing an IEP

The major steps involved in developing an IEP are always included. The order that these steps are taken varies from agency to agency, and the number of meetings needed to complete an IEP varies. This order is discussed in a later paragraph. The steps which are always taken include:

1. Referral - The student is referred in a variety of ways to special education. Parents, teachers, special education teachers and local school child study committees are the usual sources of a referral. A referral is documented by a referral form.
2. Notice of Assessment - The responsible special education teacher meets with the parents and explains the assessment instruments, procedures, and parent rights. A parental consent to asses the student is obtained at this point.
3. Assessment - Appropriate educators assess the student. These educators screen the child in various areas such as speech usage, academic skills, emotional skills, and physical skills. A summary report is written by each professional to be reported at the IEP meeting.

4. Notice of Meeting - A notice of team meeting is sent to all persons who assess the child, referring persons and parents.

5. IEP Team Meeting - A team meeting is held to include the items as follows:

   a. Reporting assessment findings - Various professionals report their findings. These findings are open for discussion to the team. Findings are amended and summarized on the IEP.

   b. Determination of eligibility - Educational needs of the student are determined based on the assessment findings. Child's eligibility for special education is determined from identified needs.

   c. Selection of goals - Broad instructional goals are selected based on the educational needs of the child. Goals are sometimes prewritten by the professional and presented as suggested goals.

   d. Selection of objectives - Often the short term objectives are selected in a separate team meeting, especially if the student placement is an another agency. If the student placement is in another agency, the receiving teacher reviews the assessment data, conducts further assessment, and then writes the objectives in a separate team meeting.

   e. Determination of placement - Based on the identified needs and written goals the child is placed in an appropriate program.

   f. Consent to placement - The final item of an IEP team meeting is consent to placement and approval of IEP by the parent.

6. Annual Review - The development of the IEP at the annual review meeting is simpler than the development of the initial IEP. The usual elements of the annual review IEP are the same as those of the initial IEP. These elements are as follows:

   a. Assessment - Since the teacher has observed the child over time, this assessment is narrower and more detailed.

   b. Team meeting - The annual review team meeting includes the following:

      1. Reporting of assessment - This report is briefer yet more specific. Less time is used for this report than in the initial report.

      2. Determination of placement - The placement is considered at the annual review. This is a minor part of the meeting.

      3. Long term goals - The long term goals are easier to construct than the long term goals for the initial IEP. These goals are a continuation of the goals already in place.

      4. Short term objectives - Most of the effort for the annual review IEP goes into this phase. The teachers report that they prepare these objectives prior to the meeting as a basis for discussion.

The order of items covered within the initial IEP team meeting varies for pragmatic reasons. The single district or agency SELPA order is different from the order used in a multiple-agency SELPA. The order of each is as follows:

Single-Agency SELPA	Multiple-Agency SELPA
1. Reporting assessment findings	1. Reporting assessment findings
2. Determination of eligibility for special education	2. Determination of eligibility for special education
3. Selection of goals	3. Determination of placement in program
4. Selection of objectives	4. Selection of goals
5. Determination of placement	5. Selection of objectives
6. Consent	6. Consent

In the multiple-agency SELPA, the selection of objectives and consent is usually done in a separate team meeting because the receiving teacher may not be in attendance at the initial placement meeting or may have little or no acquaintance with the student prior to the placement.

An IEP usually contains three major sections: (1) the student data section which includes such items as student name, address, phone number, school, school address; (2) assessment data which includes test scores and judgments regarding performance, and (3) goal and objectives. A sample IEP is included in Appendix C.

(2) Time Line Description for the IEP

After referral and consent to assessment, it takes one to two weeks to complete the assessment. It also takes another one to two weeks to hold the IEP meeting. Teachers report that the IEP is usually completed within four weeks with no problems. Two major bottlenecks in this process are (1) scheduling the various professionals to assess, and (2) scheduling a time for all the participants to attend the team meeting. When a child is placed in a program of another agency, it is sometimes difficult to meet the mandated timeline of fifty days.

(3) Personnel Involved

The number of personnel involved in writing an IEP depends on two factors. The first is whether it is an initial placement or an annual review. The second factor is the type of initial placement considered for the student. Initial placement is the situation in which the most personnel are involved. This situation is described on the following page.

Initial Placement - The placement that uses the least number of personnel is the placement in a Designated Instruction Service (DIS). This placement usually involves the DIS specialist and the parent (see Figure 1).

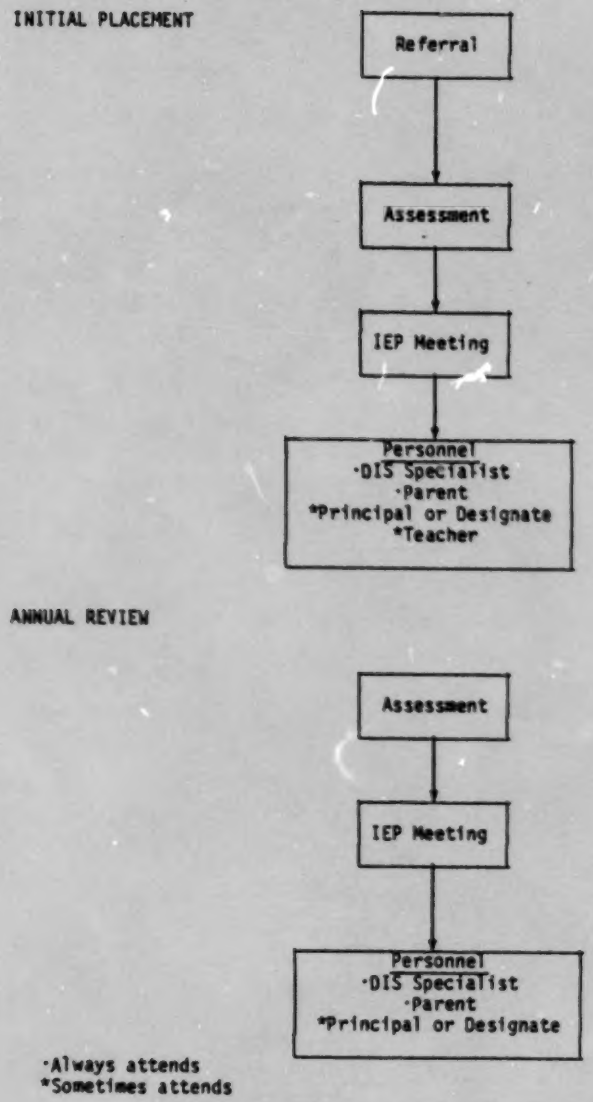


Figure 1. Placement at District Level Designated Instruction Service Only

The minimal case involves only one educator, the one who assesses the student and conducts the IEP team meeting as the administrative designee.

The next type of placement involves more personnel. This placement is within a district, such as Resource or Special Day Class (SDC) placement. Placement involves (1) the receiving teacher, (2) district principal or designate, such as a program specialist, (3) district psychologist, and (4) parent. The meeting could include (5) resource specialist, (6) speech therapist, (7) district nurse, and (8) other DIS specialists such as the adaptive physical education teacher.

In-district placement in Resource or SDC class uses from three to seven educators to assess and to attend the IEP team meeting.

If the district can provide a special school placement for severely handicapped (SH) or other county level placements, the IEP meeting includes a program specialist and often a district level administrator. SH placement can take four to eight educators to assess the student and attend the IEP meeting.

Placement between two agencies involves the most personnel. (See Fig. 2). An initial IEP meeting is convened to discuss the assessment findings, determine eligibility and placement, and to construct the educational goals of the child. IEP meetings may involve (1) parent, (2) district administrator, (3) district principal, (4) district psychologist, (5) district nurse, (6) receiving teacher, (7) county administrator, (8) county principal, and (9) county nurse. Multi-agency IEP meetings could include (10) a program specialist, (11) a language, speech and hearing specialist, (12) another DIS specialist, and (13) the social worker. The IEP meeting could include seven to ten educators as well as parent and social worker.

After the initial IEP meeting, the child is administratively placed in the specified class. A receiving teacher assesses the child in more detail. Then he calls another IEP meeting to review the findings of the initial IEP meeting, to discuss the findings of new assessment, and to write the objectives. This IEP meeting includes (1) the receiving teacher, and (2) the parent. The IEP meeting could include (3) the county psychologist, (4) speech therapist, and (5) other DIS specialist. This second meeting could include two to four educators.

Annual Review - The annual review consists of fewer people than the initial placement. The number of personnel included in the annual review is consistent regardless of placement. The IEP meeting for the annual review includes (1) the teacher, (2) parent, and (3) the principal. This meeting could include (4) the psychologist, (5) speech therapist, or (6) other DIS specialist.

(4) Costs of Developing an IEP

Based upon the personnel involved in each phase of the IEP development, and the time estimates which they provided, it was possible to derive the average minutes of time spent by various professionals in different types of IEP team meetings. Cost estimates were based upon the mean salaries paid to various staff in the Far West geographic region of the United States 1981-82, and reported by the Educational Commission of the States (1982). Minimum costs were taken from the meetings with the smallest number of team participants, and the maximum costs included all possible participants.

Estimated costs for each meeting type are reported in Tables 1 through 6. These meeting types include five types of initial placement meetings and the annual review meeting. The costs for school personnel to develop IEPs, including assessments, for initial placements in a DIS range from about $35 to $65 (see Table 1).

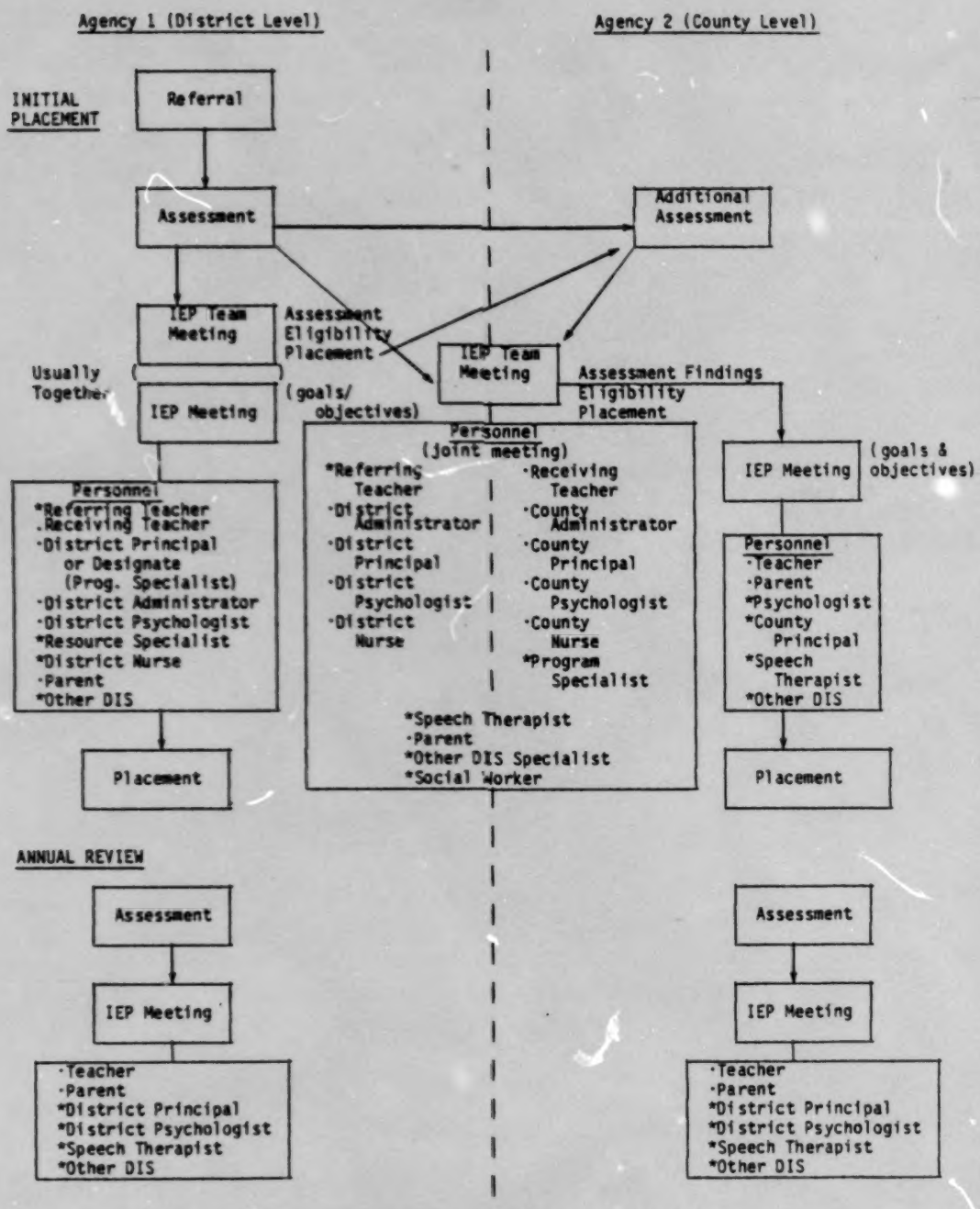


Figure 2. Initial Placement and Annual Review of a Child at the District and Consortium Levels

For initial placement in RSP, the costs for school personnel approximate $100 to $150. (Table 2.) Initial placements in SDC within a single district run from $250 to almost $500. (Table 3.) Initial SDC placements in an agency other than a single district can range from about $430 to $720, depending upon whether one or two meetings are scheduled. (Tables 4 and 5.) Annual review meetings, for any program placement, cost between $75 and $155. Table 6.)

Cost estimates are based upon professional time spent in assessment and/or IEP meetings, and do not include any clerical support which might have been used to write assessment reports or prepare part of the IEP itself. In practice, the professionals in the interview sample reported preparing their own IEP paperwork without clerical assistance.

Table 1
Estimates of Staff Time and Cost in IEP Development
for Designated Instruction Service

Position	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
DIS Service	120	20	140	0.2600	36.40	36.40
(Teacher)[b]	70[c]	20	90	0.2600	---	23.40
(Principal)	---	20	20	0.3851	---	7.70
Parent	---	20	20	---	---	---
				Total Cost	$36.40	$67.50

Total Staff Time = 2.3 - 4.16 hours

Teacher 8 hour day @ $180/day
Principal 8 hour day @ $200/day

Table 2
Estimates of Staff Time and Cost in IEP Development
for Resource Specialist Program

Position	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Resource Specialist	150	89	239	0.2600	62.14	62.14
Principal or Designee	---	89	89	0.3851	34.27	34.27
(DIS Service)[b]	120	89	209	0.2600	---	54.34
Parent	---	89	89	---	---	---
				Total Cost	$96.41	$150.75

Total Staff Time = 4.0 - 9.0 hours

[a] 1981-82 mean salaries reported by Educational Commission of the States.
[b] staff listed in ( ) sometimes attend.
[c] estimated from 1980 Barrick and Enell study on paperwork.

Table 3
Estimates of Staff Time and Cost in IEP Development
for Special Day Class Placement in District

Position	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Receiving Teacher	180	70	250	0.2600	65.00	65.00
Principal or Designee	---	70	70	0.3851	26.96	26.96
Program Specialist	195	70	265	0.3034	80.40	80.40
Psychologist	195	70	265	0.3034	80.40	80.40
(Referring Teacher)[b]	70[c]	70	140	0.2600	---	36.40
(Resource Specialist)	150	70	220	0.2600	---	57.20
(Speech Therapist)	120	70	190	0.2600	---	49.40
Parent	---	70	70	---	---	---
(Nurse)	120[c]	70	190	0.2523	---	47.94
(Other DIS Specialist)	120	70	190	0.2600	---	49.40
				Total Cost	$252.76	$493.10

Total Staff Time = 14.2 - 29.7 hours

[a] 1981-82 mean salaries reported by Educational Commission of the States.
[b] staff listed in ( ) sometimes attend.
[c] estimated from 1980 Barrick and Enell study on paperwork.

Table 4
Estimates of Staff Time and Cost in IEP Development
for Special Day Class Placement Within Another Agency

IEP Team Meeting Persons	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Receiving Teacher	180	70	250	0.2600	65.00	65.00
District Administrator	---	70	70	0.3972	27.80	27.80
County Administrator	---	70	70	0.3972	27.80	27.80
District Principal	---	70	70	0.3851	26.96	26.96
County Principal	---	70	70	0.3851	26.96	26.96
District Psychologist	195	70	265	0.3034	80.40	80.40
County Psychologist	195	70	265	0.3034	80.40	80.40
District Nurse	120[c]	70	190	0.2523	47.94	47.94
County Nurse	120[c]	70	190	0.2523	47.94	47.94
(Referring Teacher)[b]	70[c]	70	140	0.2600	---	36.40
(Program Specialist)	195	70	265	0.3034	---	80.40
(Speech Therapist)	120	70	190	0.2600	---	49.40
(DIS Specialist)	120	70	190	0.2600	---	49.40
Parent	---	70	70	---	---	---
(Social Worker)	---	70	70	---	---	---
Total Staff Time = 24 - 37.0 hours				Total Cost	$431.20	$646.80

[a] 1981-82 mean salaries reported by Educational Commission of the States.
[b] staff listed in ( ) sometimes attend.
[c] estimated from 1980 Barrick and Enell study on paperwork.

Table 5
Estimates of Staff Time and Cost in IEP Development
for Special Day Class Within Another Agency
With an Additional IEP Team Meeting

IEP Team Meeting Persons	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Receiving Teacher	180	20	200	0.2600	52.00	52.00
(Psychologist)[b]	--	20	20	0.3034	---	6.07
(County Principal)	--	20	20	0.3851	---	7.70
(Speech Therapist)	--	20	20	0.2600	---	5.20
(DIS Specialist)	--	20	20	0.2600	---	5.20
Parent	--	20	20	---	---	---
Total Staff Time = 27.3 - 41.8 hours				Total Cost	$483.20[c]	$722.97[c]

Table 6
Estimates of Staff Time and Cost in IEP Development
for an Annual Review

Position	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Teacher	151	57	208	0.2600	54.08	54.08
Principal or Designee	---	57	57	0.3851	21.95	21.95
(Psychologist)[b]	30	57	87	0.3034	---	26.40
(Speech Therapist)	45	57	102	0.2600	---	26.52
(Other DIS Specialist)	45	57	102	0.2600	---	26.52
Parent	---	57	57	---	---	---
				Total Cost	$76.03	$155.47

Total Staff Time = 3.4 - 5.2 hours

[a] 1981-82 mean salaries reported by Educational Commission of the States.
[b] staff listed in ( ) sometimes attend.
[c] includes two IEP team meetings; total costs from Table 4 plus costs from Table 5.

(5) Usefulness of the IEP

The parents, teachers and administrators or managers were asked to provide information regarding the usefulness of the IEP, the assessment process, the construction of the initial IEP and the annual review. Some of the questions asked are the same questions asked of teachers and administrators in a prior statewide study (Barrick and Enell, 1980). Of the three groups queried, responses from the parents are summarized first.

Parent Views on the Usefulness of the IEP

The parental reponse to the questions is quite positive. Four questions were asked on usefulness. A compilation of the responses from twenty-two parents is presented below.

> *Parent Question:* It takes approximately 3-12 hours to test and place a student with a minor problem such as speech therapy, and can range from 12-24 hours for a severely handicapped student. Do you think the amount of this time expenditure to test and place the student has helped assure the most appropriate education for your child? (N=22)
>
> Yes - 95% No - 5%

Parent Comments: The majority group indicates that the careful, appropriate assessment is both desirable and beneficial. The time should be taken to do the assessment right. Parents are interested in seeing how the testing compares their child with other children. Assessment is helpful in convincing parents that their child needs the proposed special education service. The testing is a basic starting place for the discussion in the team meeting, and results are used for constructing goals and objectives and for proper placement. After the child is placed in a program, the annual testing is an important tool to ensure accountability and to mark the child's progress toward negotiated goals.

Team meetings, in which the IEP is developed, are an important part of the process. The collecting of assessment reports and reporting by different professionals is valuable. Team decisions are beneficial. The opportunity to talk to and question the appropriate professional in the team meeting is a valuable resource.

> *Parent Question:* Do you feel that the present process of a team meeting is helpful in assuring the most appropriate education for your child?
>
> Yes - 82% No - 5% No Opinion - 13%

Parent Comments: The team meeting is an important vehicle to "meld" together all of the opinions regarding the proper placement for the child. There are more people sharing ideas. There is an opportunity to share views and common concerns. A team is supportive of the parent. The team does things that a written report cannot do.

A small minority are negative toward the team which constructed the IEP. Parents are overwhelmed by the number of people present at the initial placement meeting. Parents can be swayed by the numerous opinions on one side. One parent reported having no choice in placement. Another reported that the persons who assesses the child did not attend the team meeting.

Parent Question: What parts of the meeting were useful for you in understanding the needs of your child and then deciding what your child's educational program should be?

Parents cite as useful the following:

	Percent
Test scores	45%
Academic report	36%
IEP goals	18%
Psychological report	18%
Speech and language report	14%
Attitude of team participants	14%
Nurse's report	9%
Doctor's report	9%
Candor of participants	9%
Nothing	9%
Principal's report	5%
Teacher communication	5%
IEP objectives	5%

Parent Question: The meeting was documented by paperwork called the Individualized Education Program (IEP). Have these documents been useful for your reference? How?

Yes - 68% No - 32%

Parent Comments: The majority of the parents use the IEP simply as a reference for future meetings to assure that their child has progressed toward the goals selected by the team. The IEP objectives and goals are read carefully to refresh the memory of the parent. The IEP is often taken to annual reviews and used as a reference.

About a quarter of the parents indicate that copies of the IEP are very useful at home. The parent works on objectives with the child at home. Parents reinforce the behaviors that the school teaches. IEPs give specific areas to practice and are considered essential to the satisfactory progress of the child toward the goals. IEP team meetings give parents a sense of cooperation with the school.

Another quarter of the parents do not use IEPs at home. IEPs are too brief or are of no use to the parent. Some parents have no copy of the IEP.

Teacher Views on Usefulness of IEPs

The views of the special education teachers and parents are very similar. Teachers are quite positive about the IEP and its construction. Different, but similar, questions were asked of the teachers. The responses from twenty-three teachers to two questions on the usefulness of IEPs are reported below.

Teacher Question: Do you feel that the present documentation in special education is useful in planning the most appropriate education for each child? (N=23)

Yes - 70% No - 13% Not in all cases - 17%

Teacher Comments: The majority of teachers report many useful functions of the IEP. IEPs are an organizational tool, a means for an exhaustive assessment, a means of accounting, and a way to bring an expert team together.

IEPs are an organizational tool to conduct the team meeting. IEP items are seen as a checklist which assure that the IEP is properly constructed. IEPs are a plan to dispense resources. When a child receives several services, IEPs assure that there are no areas overlooked or repeated. IEPs are a tool for planning and reporting. IEPs are a way of planning the behaviors to be taught and reporting the outcomes.

IEPs are a way to provide exhaustive assessment. Multiple-expert judgments are documented and used to pinpoint the areas in which goals and objectives are written.

IEPs are a means for accountability in two ways. IEPs document the major events and record the completion time of events. Another way to provide accountability is to document the measurable goals and objectives. Goals and objective outcomes are documented at the annual review.

A final view is that the IEP simply documents the team meeting. Team meetings are the important aspect of the process. An important function of the team meeting is problem solving. Teams focus on the needs of the child.

Needs are documented by the exhaustive assessment. Various team members focus on matching the available resources with the student's needs.

Shared decision-making is considered to be a major asset. A single person does not make decisions. Consequently, more appropriate decisions are made.

Team meetings are vital communication tools between various groups--parents, teachers, special education teachers and persons who assess the student. Due to the sharing of information at a team meeting, a more intelligent decision is made.

A minority of teachers see the construction of the IEP as a needless time-consuming task with little relevance to the education of the child. The IEP is completed merely to fulfill a legal requirement.

Teacher Question: What parts of the paperwork process are useful for daily instruction?

Parts Used	Percent Response
Student data	4%
Assessment	22%
Placement	4%
IEP Goals	49%
IEP Objectives	87%
No parts	4%

Teacher Comments: The goals and objectives are the most useful of all IEP parts. Goals are a way to give direction for planning of instruction. They are a guideline for the instruction.

Objectives are more useful than goals for daily instruction. Objectives keep track of the daily program. The objectives can be reviewed weekly for lesson planning.

Student data and the current performance levels are two parts of the IEP that are used frequently. Student address and phone data are used often for parent contact. Assessment data is the basis of good decisions, especially for new students. A variety of assessments is crucial for a proper perspective on the handicap.

Administrative Views of IEP Usefulness

The views of administrators or managers regarding IEP usefulness are similar to those of parents and teachers. Program managers are convinced that the process of IEP construction is beneficial and necessary to the

education of the student. Below are reported the views of ten managers to two questions on IEP usefulness.

Manager Question: Do you feel that the present documentation and process in special education are useful in planning the most appropriate education for each child? (N=10)

Yes - 60% No - 10% Not in all cases - 30%

Manager Comments: IEP construction has a lot of checks and balances. The process requires extensive validation of decisions. Validation requires proper assessment in appropriate educational areas. A variety of assessments add to the picture of student ability. Assessment reporting informs both teacher and parents. Assessment accurately describes students' needs and provides an educational framework for planning student programs.

The IEP provides a format which guides the IEP team thinking. IEPs assist communication by focusing a team on major goals and student progress. The IEP format can encourage objective decisions.

Manager Question: What parts of the paperwork process are useful for daily instruction?

Parts	Percent Response
Assessment	40%
Placement	20%
IEP Goals	80%
IEP Objectives	80%
No Parts	20%

Manager Comments: IEPs provide a framework for daily instruction. IEPs are used to plan daily instruction, but not in daily instruction itself. IEPs are a way of focusing the instruction on the demonstrated student need.

Although the goals and the objectives are the most useful parts of the IEP, the other parts are used for historical reasons. These parts accurately describe educational background of the student and update current performance levels using periodic assessment.

(6) Response to Computerization of the IEP

Several questions regarding IEP computerization were included in the manual sample questionnaires. These questions assess attitudes of staff and parents toward computerization of various portions of the IEP. For each question the percent response in each category is given with a compilation of comments.

Parent Response to Computerization of the IEP

Twenty-four parents were questioned about the use of computers related to the construction of IEPs. The related events include notice of IEP meeting, the IEP itself, and receiving the final copy of the IEP.

Parent Question: How were you notified that the IEP meeting was to take place? (N=22)

Parent Responses:

Letter - 91%	Phone - 18%
Note - 9%	Computerized letter - 0%

Parent Comments: Parents are notified of the IEP team meeting by letter or phone. The letter is a form letter. The phone call or letter is from the case coordinator. In some cases both forms of communication are used.

Parent Question: Often we receive letters which have been printed by computer. Would you object to receiving such a letter?

Parent Responses: No objection - 95% Objection - 5%

Parent Comments: Often parents receive form letters. Receiving a computerized letter does not matter. Parents state that if it saves the teacher time, then use form letters. One parent indicates the letter loses its individualization.

Parent Question: The computer can be used to preprint much of the data on the IEP. It can also be used in a meeting to record decisions or help in selecting objectives. Would you object to these uses of the computer?

No objection - 82% Some reservations - 9% Object - 9%

Parent Comments:

No Objection: Parents encourage the computerization of the IEP. Parents feel a computer-printed IEP is much easier to read. Paperwork would be reduced allowing the teacher more time to teach. IEPs could still be individualized. IEP would be more personalized. Both the teacher and the parent should be allowed to elaborate on the objectives. Any computer-produced IEP should be viewed as tentative.

Some Objection - Parents feel use of the computer could be confusing. If the parent is properly prepared, and is able to see and understand all references, the use of the computer is warranted.

Objection - Parents think that IEP computerization is impersonal. Computers formalize the process too much.

Parent Question: What parts of the IEP do you feel should not be computerized?

Every part should be computerized - 54%

Some parts should not be computerized - 36%

No parts should be computerized - 0%

Parent Comments:

Every part should be computerized - Parents feel it is appropriate to computerize IEPs. Some parents thought the computerization of the IEP could be of some benefit. Parents indicate this process might expedite the information, making information available prior to IEP meetings.

Some parts should not be computerized - Parents feel that some comments should not be computerized. Psychological reports and counselor notes are such areas which could be abused. If reports were computerized, access should be limited to qualified personnel. Parents consistently state that computerized information should be subject to change by the parent.

Parent Question: If some objectives were preselected for discussion prior to the IEP meeting, would you feel as involved in the decision-making process?

Yes - 81% No - 9% No opinion - 9%

Parent Comments:

Involvement - Parents would feel as involved if the objectives were preselected. Parents indicate that many times now the objectives are preselected.

Parents wish preselected objectives to be viewed as tentative. Parents desire to retain the right to add or delete objectives. Parents wish to read preselected objectives prior to the IEP meeting so that they can fully consider the proposed objectives. Preselection of objectives helps teachers to be prepared for the meeting. A parent thinks the computer would help the teacher to select objectives that he may not have considered.

Lack involvement - Parents feel objectives are best when worked on together. Construction at the meeting is more acceptable than preselected lists. Writing objectives at the meeting is more personalized, since explanations are given about the appropriateness of objectives.

Parent Question: When did you receive your copy of the IEP?

At end of meeting - 77%	At a later date - 14%
No copy received - 5%	Unknown - 5%

Parent Comments: Most parents receive a copy of the IEP at the end of the meeting. A few receive their IEPs one to four weeks later. Fifty-seven percent of parents do not object to receiving their IEP one to two days later--they do not mind waiting a few days for a readable copy.

Teacher Response to IEP Computerization

The questionnaire used in teacher interviews was different from the questionnaire used in parent interviews. Staff questions were more detailed about assessment practices and IEP team meetings. Responses were probed to specify. Responses from twenty-three teachers are presented to answer three questions on IEP computerization.

Teacher Question: The computer can be used to preprint much of the data on the IEP. It also can be used in a meeting to record decisions or as a help in selecting objectives. Would you object to these uses of the computer? (The interviewer probes these uses of the computer: (1) preprinting the student data on IEP; (2) using the computer to summarize assessment data prior to the team meeting; and (3) using the computer to list proposed goals and objectives.)(N=23)

	Percent Response	
	No Objection	Objection
Preprinting Student Data on IEP	100%	0%
Summarizing Assessment Data	83%	17%
Listing Goals and Objectives	83%	17%

Teacher Comments:

Student Data - Teachers are looking for shorter ways to complete the IEP. All teachers think it would be a help to preprint student data. Student data includes student name, phone number, address, birthdate, parent name, parent phone number, etc. Student information should be computer-printed on the annual review IEP. The computer printout could cue the teacher to conduct the annual review.

Assessment Data - Teachers (83%) are positive about using the computer to summarize the assessment data. This summary should be tentative and subject to change by the IEP team. If the summary is received prior to the team meeting, teachers think it would be helpful to the parent. Other teachers think summarizing the assessment data would not be helpful. Thought should be given as to what assessment data is appropriate to summarize.

Goals and Objectives - Computerization of the selection of the goals and objectives polarized teachers in the same proportions as opinions regarding computerization of assessment data. The majority (87%) are receptive to using the computer in writing IEP goals and objectives.

Teachers are thinking about using objective continuums. One agency uses an objective continuum for vocational education. Computers can reduce the time it takes to select goals and objectives. Computers are the ideal tool to recall objectives. Teaching materials and strategies could also be recalled with each objective.

Some teachers (17%) object to computerizing objectives. Teachers believe that goal/objective areas are too vast to be managed even with a computer. Teachers fear a less personalized selection of goals and objectives. They fear that goals and objectives will become "canned" and the selection "machine-like".

Teacher Question: What parts should not be computerized?

All parts should be computerized	- 56%
Some parts should not be computerized	- 22%
No opinion	- 22%

Teacher Comments: Teachers think all parts of IEPs that could practically be computerized should be. Teachers stress that IEP teams should be able to amend any computerized statement. Computers can help draft sections of the IEP, but computer drafts should always be subject to either change or additions. Few teachers object to computerizing the goals and objectives. Some teachers object to computerizing sensitive assessment data such as psychological reports, social-emotional assessment, or medical history. These teachers fear computerization will compromise confidentiality.

Teacher Question: What advantages would a computer-assisted construction of the IEP have? Disadvantages?

Teacher Comments:

Advantages - The major advantage is time savings. Paperwork time could be reduced. Teachers could spend more time with the students and less on paperwork.

Another advantage is organizing goals and objectives into a hierarchy. Frequently-used objectives could be included in the hierarchy. Standardizing objectives would be beneficial. Choosing objectives would be easier from sequential lists. A greater variety of goals and objectives would be available and greater variety would be selected.

Another advantage is IEPs would be better written and easier to use. IEPs could be stored electronically for easy retrieval. Since computers could be programmed to provide a quality control of the data, consistency of data collection on the IEP would be greater. Quality data would be more useful as a management tool.

Computers could produce clear and readable IEP copies. IEPs could be shortened to relevant information. Condensation would simplify finding and reading information.

Disadvantages - A disadvantage is lack of teacher knowledge about computers. There is lack of money to buy needed equipment and to provide proper training programs.

Another disadvantage is the tendency toward impersonalizing the IEP processes and not completing the thought processes required to construct good IEPs. Goals and objectives would be less descriptive and more "cut and dried".

Response of Administrators to IEP Computerization

Ten administrators or managers responded to the three staff questions on IEP computerization. Their responses are presented below.

Manager Question: The computer can be used to preprint much of the data on the IEP. It also can be used in a meeting to record decisions, or as a help in selecting objectives. Would you object to these uses of the computer? (N=10)

	Percent Response	
	No Objection	Objection
Preprinting Student Data on IEP	100%	0%
Summarizing Assessment Data	80%	20%
Listing Goals and Objectives	90%	10%

Manager Comments:

Student Data - Managers desire preprinted student data. Managers are concerned about the availability of computers and proper programs to accomplish the preprinting.

Assessment Data - Assessment data summary is good. Much of the summarizing is done in the team meeting. Managers desire to keep parts of the assessment confidential.

Goals and Objectives - Computer preselection of goals and objectives prior to the team meeting is beneficial as long as these goals and objectives can be changed as necessary. Managers suggest putting the objectives in order of difficulty. Major areas in which this ordering could be done are: (1) affective areas, (2) time on task, (3) study skills, (4) behavior modification, (5) basic skills in reading, writing, and mathematics.

If individual input is there, no one objects to organizing the objectives into a hierarchy. One manager warns against the depersonalization of the process.

Manager Question: What parts should not be computerized?

Manager Comments: The items listed were (1) assessment plan, (2) parent rights, (3) eligibility, (4) sign off for consent, (5) meeting notes, (6) meeting procedures, (7) personal life history, (8) extended year, (9) comment section, (10) objectives.

Manager Question: What advantages would computer-assisted construction of the IEP have? Disadvantages?

Manager Comments:

Advantages - Managers see computerization of IEPs as a way to decrease paperwork, and to make the IEP more concise and legible. Computerization of IEPs could save time and speed IEP processes. There would be a uniformity of goals and objectives. Uniformity could help produce a continuity of education with respect to curriculum strands. Management could improve because timelines and dates could be tracked. IEP information could be tied into MIS systems for monitoring objectives. Parents could receive assessment information prior to team meetings.

Disadvantages - Fifty percent of managers cite no disadvantages. The other half indicate there may be problems with starting up a system for computerizing IEPs. Problems organizing goals and objectives and constructing the list of objectives may arise. Objective lists may never be complete.

Summary of Manual IEP Findings

The major steps involved in writing an IEP are: (1) referral, (2) notice of assessment, (3) assessment, (4) notice of meeting, (5) IEP team meeting. The IEP team meeting includes: (1) reporting assessment findings, (2) determination of eligibility, (3) selection of goals, (4) determination of placement, (5) selection of objectives, and (6) consent to placement. The annual review usually includes all of the above items with a narrower range of assessment.

The timeline is usually completed within the mandated timeline of fifty days. Parents and teachers do not see meeting deadlines as a problem.

The personnel involved in developing IEPs vary with the handicaps served and the type of placement. The placement of a student in another agency requires more professionals.

The cost of writing an IEP depends largely on the number of professionals involved. An IEP can cost from $35 to $720. The most expensive placement is within another agency.

Parents, teachers and administrators or managers consider the IEP documentation useful in planning the child's education. The team meeting is also valued by parents and teachers.

The IEP paperwork itself is considered useful by parents, teachers and administrators. Parents use the IEP document as a reference immediately following the meeting, during the year, and to review prior to the the next meeting. Teachers find the IEP objectives useful for planning daily instruction, and may use other IEP information for reference. Teachers and administrators find that the IEP documentation helps to structure the IEP meeting process and to focus attention on program planning.

Parents, teachers and administrators or managers are quite open to the use of the computer to assist in the completion of the IEP. Those groups see many advantages to computer-assisted construction of the IEP.

Even though teachers see the IEP documentation as a paperwork burden, they have a more positive attitude toward the IEP than was found in the 1980 study "Paperwork in Special Education" (Enell and Barrick, 1980). This more positive reaction could be attributed to a growing familiarity with the IEP process and to a year-to-year consistency in the IEP forms used in each agency.

PHASE 2 - IDENTIFYING IEP COMPUTER SYSTEMS

PHASE TWO: IDENTIFYING IEP COMPUTER SYSTEMS

Systems Within California SELPAs

Several SELPAs were identified prior to the study as using computers in the IEP process. To verify this list and to identify additional SELPAs or districts using computers for IEPs, a statewide survey was conducted. Letters of inquiry with postcard questionnaires were sent to 105 SELPA directors. A follow-up letter was sent three weeks later to all nonrespondents. A total of ninety SELPAs (86 percent) responded. (The letter of inquiry and a sample of the postcard survey questions are in Appendix D.)

Follow-up interviews in person or by telephone were held with all SELPA directors who reported using computers to assist in completing the IEP. These interviews revealed that some agencies were still in the planning or anticipation stage rather than a current operational stage. On the other hand, some of the SELPA directors who reported no use of computers were actually piloting computerized IEP systems this year. We were referred to some of these SELPAs through our interviews with other directors. There are twelve SELPAs or districts within SELPAs using computers in the IEP process.

Of these twelve SELPA/districts, eight are using computers to preprint current information on the first part or page of the IEP as well as for Management Information System (MIS) purposes. One of these has developed its own programs for microcomputer use. This SELPA was selected for visitation because it could represent both those SELPAs printing current IEP information and because of its use of a microcomputer.

Four SELPAs/districts are using computers to write IEPs, including printing specific goals and objectives. These four were all included in the SELPAs/districts which were visited. One of these four agencies is still in the installation phase, so the study information is limited to planned use. The agencies using computers to print proposed or current IEPs are listed in Table 7. Further information from the interviews is summarized in the next section.

Telephone/Interview Responses

Four questions were asked in the SELPA directors' survey. Each of these questions is given below with a summary of the responses.

Question 1: Do you have a computerized management information system?

TABLE 7

Summary of Information from 90 California Special Education Local Planning Agencies (SELPAs) to Computer-Use Survey

SELPAs Using Computers			SELPAs Not Using Computers
Print Proposed IEP Information (Before IEP Meeting) 4 SELPAs	Print Current IEP Information (Following IEP Meeting) 8 SELPAs	MIS 49 SELPAs	29 SELPAs
Microcomputer Hesperia--Desert/Mountain SESR, San Bernardino County (First year pilot) **Mainframe** Simi-Ventura Consortium (Fifth year of operation) Placentia--Northeast Orange Co. (Now being piloted) Napa County SELPA (Now being installed)	**Microcomputer** Marin County SELPA **Mainframe** Elk Grove (Sacramento Co. SELPA) Irvine Merced Monterey Sacramento Solano Tulare	Some of these SELPAs indicated that they--or a district within THE SELPA--used computers in a way related to IEPs, such as listing students for annual or 3-year reviews or preparing an IEP agenda. They did not indicate that they print either a proposed or a current IEP.	
See Table 8 for brief descriptions of these systems.			

Sixty-one of the SELPAs indicated that they had computerized management information systems (MIS). There were only twenty-nine SELPAs indicating no use of computers. All of these SELPAs with management information systems use information from the IEPs as input into their computer systems. They then may use this information to list students requiring annual or three-year reviews prior to the time of the IEP meeting. Forty-nine do not, however, use the information which is stored in the computer to print any part of the IEP.

Question 2: Does the computer print all or parts of the final IEP?

Twelve SELPAs or districts within SELPAs use computers to print a copy of all or part of the final IEP following the meeting. This IEP copy includes basic student information, programs and services given to the student, including school and teacher assignments, and may identify the goal and objective areas. The final or current IEP printed by the computer is used at the next IEP team meeting and is then up-dated to show any information changes, program/service changes or additions, and the goal/objective areas to be continued, discontinued, or added.

Eight of these twelve SELPAs/districts do not include specific objective statements in the computer-printed IEP document.

Four of the twelve SELPAs/districts use computers to print a "proposed" IEP which includes complete objectives statements.

Question 3: Do you have a computer data base for goals and objectives?

Ten SELPAs report using different types of listings of goals and objectives which may or may not be computerized. These lists differ in the amount of detail included with each objective, and in whether the teacher can access the objectives bank directly. In most cases, the list is used as a guide when the teacher is writing objectives.

Question 4: Does anyone in your agency/district use a computer to assist in completing the IEP?

Responses to this question included agencies/districts which were themselves using computers in the IEP process, and those who knew of districts or persons who were interested in using computers. Five of the agencies/districts

using computers in the IEP process will be reported in more depth in the next section, Phase Three, of this study.

Seventeen agency/district special education directors were interviewed in person or by telephone about their use of computers. The information gained from these interviews is summarized in Table 8. The SELPAs or districts from within a SELPA are organized in this table according to the type of computer use: group 1 prints a proposed IEP; group 2 prints previous IEP information with objective areas (not complete objectives statements); and group 3 uses MIS information to notify about IEP due dates. The table specifies the types of information included in each computer system, which parts of the IEP, if any, are computer-produced, and the type of computer equipment used. This information is further explained below:

• Administrative/student data	Includes student and parent information, ethnic and handicap classifications, programs/services, school placement, etc.
• IEP: face sheet	Pre-printed information about the student and present programs/services, updated at an IEP meeting.
• IEP: goal and objective areas	Brief statements of the general areas in which objectives are written.
• IEP: specific objectives	Complete objective statements including anticipated performance, method of measurement and time estimate.
• Test scores	Specific assessment test score information.
• Reports: class lists	Class lists, annual review reminders, etc.
• Reports: child count	Counts of students by handicap, program, age, ethnic, etc., as needed for state and federal reports.
• Equipment: mainframe or mini computer	Mainframe computers and minicomputers are capable of handling relatively large sets of data at very high speeds, and usually have high-speed printing equipment.
• Equipment: microcomputer	A self-contained system for data entry and storage, slower in operation and more limited in amount of information which can be stored internally without peripheral storage (such as a hard disk drive). Requires a printer in order to produce written documents.
• Program Author	District or county-developed; name of outside company, if used.

Table 8
California SELPAs/Districts Using Computers in the IEP Process

SELPA/District	Adm. Student Data	IEP				Reports		Equipment		Program Author
		Face Sheet	G80 Areas	Spec. Obj.	Test Scores	Class Lists	Child Count	Main/ Mini	Micro-computer	
Group I: Proposed IEPs, including pre-selected, complete objectives										
Hesperia (Desert/Mountain SESR)	X	X		X	X				X	Micro-Systems
Simi (Ventura Consortium)	X	X		X		X	X	X		District
Placentia (Northeast Orange County SESR)	X	X		X		X	X	X		District
Napa County SELPA	X	X		X		X	X	X		Ex-Ed
Group II: Print previous IEP information, including prior objective areas (to be Updated at IEP Team Meeting).										
Elk Grove (Sacramento County)	X	X	X			X	X	X		Self
Irvine	X	X				X	X	X		Service Bureau
Marin County SELPA	X	X	X			X	X		X	Self
Merced County	X	X	?			X	X	X		Self
Monterey County	X	X	X			X	X	X		ERC[a]
Sacramento City Schools	X	X	X			X	X	X		Self
Solano County	X	X				X	X	X		ERC[a]
Tulare County	X	X	X			X	X	X		ERC[a]
Group III: MIS records based upon IEP information (used to send lists of students requiring review meetings, etc.).[b]										
Cajon Valley (East San Diego SELPA)	X					X	X	X		
Hayward Unified (Mid County SELPA)	X		X			X	X	X		ERC[a]
Los Angeles County (serving many SELPAs)	X					X	X	X		County
Mt. Diablo	X					X	X	X		District
San Juan	X		X		X	X	X	X		District

[a] Educational Research Consultants

[b] Others among the 49 SELPAs with computerized MIS may belong in this section.

Other IEP Computer Systems

Because the survey of California special education agencies revealed so few applications of computers in producing IEPs, especially applications including objectives, a search was made to find other computer IEP applications outside of California. The search included an Education Resources Information Center (ERIC) review, a review of IEP applications in a federal dissemination guide and a search through the Specjal Education Network. Other computer IEP applications were discovered by word of mouth and from attendees at the Council for Exceptional Children Conference held in Boston in 1983. Letters requesting information were sent to thirty-eight agencies thought to have a system which could generate an IEP. A total of thirty agencies responded. The information received from these various sources was tabulated according to the information contained in the system and the computer requirements.

Table 9 presents an overview of the twenty-eight systems. The table specifies the types of information included in each computer system, which parts of the IEP are computer-produced, and the type of computer equipment used. Each of the table headings is further explained below:

• Demographic data	Student information such as sex, ethnic, age, address, parent name, address.
• School/teacher	Name and address of school, teacher name.
• Programs	Type of programs/services student is receiving--may include handicap classification.
• IEP: face sheet	Pre-printed information about the student and present programs/services, updated at an IEP meeting.
• IEP: goals/objectives--individual selection	Selection of goals and objectives to print on IEP is made by the teacher either before or following IEP meeting.
• IEP: goals/objectives--criteria set by program	Computer program selects goal areas and specific objectives based upon test score information provided to the system; there is no individual selection of the objectives which are printed, although the IEP team selects only those computer-selected objectives with which they agree.
• Test scores	Specific assessment test score information.
• Reports: class lists	Class lists, annual review reminders, etc.
• Reports: child count	Counts of students by handicap, program, age, ethnic, etc., as needed for state and federal reports.

Table 9
Summary of IEP Computer System Capabilities and Requirements

System Name	Administrative Data (MIS)			Individualized Education Program			Reports					Computer Equipment	
	Demog.	Sch/T.	Programs	Face Sheet	Goals/Objectives Indiv.	Criteria Test Scores	Class Lists	Child Count	Compli-ance	Other Admin.	Self-Design	Mainframe/ Mini-computer	Micro-Computer
CAMEO (Computer Assisted Management of Educational Objectives)	X	X	?	X			Not specified.					X HP 3000	X (Under development)
Child Based Information System	X	X	X	X	X	X	X		X			X Honeywell (Service bureau)	
Computer Managed Sp. Ed. System	X	X	X	X	X (4 per IEP)	X	X	X	X	X			X TRS-80 Apple, Comm
Computer-Assisted IEP	X	X	X	X	X	No	X	X	X	X		X (Type not specified)	
Computerized IEP System Instruction	X	X	X	X	X	No	X	X	X	X	X	X IBM 34	X Apple II
Curriculum Mgmt. System and Teacher Planning System	X	X	X	X	X	X							X Apple IBM, DEC
Data Storage & Comp Asst IEP Sys.	X	X	X	X	X	X	Not specified, but implied					X IBM 5200	
Georgia Learning Resources System	X	X			X (Uses scanner)								X Apple II TRS-80
IEP Clerk	No	No	No	No	X	No						X (Type not specified)	
IEP Print Program	X	X	?	X	X	X	Not specified.				X	X	X Apple II
IEP/Progress Report	X	X	X	X	X	X	May be available with data management program.					X Digital Wang	X Apple II
Individual Ed. Performance System	X	X	X	X	X		X	X	X	X		X Wang 2200 (Service bureau)	
Instructional Mgmt. System	X	X		No	X	No				X	X	(Not specified)	
Management and Assessment	No	X	No	No	X	X	X	No	No	X		X (Type not specified)	
Michigan Teacher Support System	X	X		No	X		Not available.					X	X
				(Based upon test results scored by mark sense card readers.)									
Modular Educational Achmt. Descriptor	No	X	No	No	X	No	X			X		X (Type not specified)	
Modularized Student Mgmt. System	X	X	X	X	X	X	X	X	X	X	X		X Apple II
ORBIT II (Organized Resource Bank for IEP Text)	No	No	No	No	X							X (Type not specified)	
PRISM	X	X	X	X	No	X	X			X	X		X Apple II TRS-80
Programming for Individ. Ed. (PIE)	X	?	?	X	X	X				X			X Apple II, Pet TRS-80, North Star
Project IEP	X	X	No		X	X	X	No	No	X			X Commodore Apple II
Project PERFORM	No	X	No	No	X	No						X (Type not specified)	
Research Exchange for Computerized Individualized Programs of Education	X(Main.)	X	X	No	X	X	X	No	No	X		X NCR-8555	X Apple II TRS-80
SEIMS (Special Education Management System)	X	X	X	X	X	No	?	X	X	?		X (Type not specified)	
SERVE (Special Education Review, Verification and Evaluation)	X	X	X	X			X	X		X			X
Special Ed. File	X	X	X	?	No	No	X	X	X	X			X Apple II
Special Education IEP System	X	X	X	X	X	X	X	X	X	X		X	X Control Data 110
Special Education Information System	X	X	X	X			X	X	X	X	X		X Apple II
[a] Student Information Record (SIR) and Behavioral Objective Plan (BOP)	X	X	X	X	X (Instructional)	X	X	X	X	X	X	X Datapoint HP300	X any w/CP/M
[b] Ulster I Pre-IEP and Unisum	X	X	No	X	X	X		X			X		X TRS 80 IBM Apple

[a] Piloted in Napa

[b] Piloted in Hesperia

• Reports: compliance	Special reports to identify students requiring annual or three-year reviews, or number of days between process activities (assessment to IEP team meeting, referral to assessment).
• Reports: self-designed	Computer system allows program manager to design special reports to count or list according to specifications any information contained in the data file.
• Equipment: mainframe or minicomputer	Mainframe computers and minicomputers are capable of handling relatively large sets of data at very high speeds, and usually have high-speed printing equipment.
• Equipment: microcomputer	A self-contained system for data entry and storage, slower in operation and more limited in amount of information which can be stored internally without peripheral storage (such as a hard disk drive). Requires a printer in order to produce written documents.

Table 9 summarized information on the thirty systems which produce all or part of an IEP. Two of these systems are being piloted or installed in California and will be reported further in Phase Three of this study. These two are the Student Information Record and Behavioral Objective Plan (being installed in Napa County) and the Unistar Pre-IEP and Unisum (being piloted in Hesperia). Additional information on all thirty systems, including a brief description, materials available, costs, and equipment is provided in Appendix E.

An analysis of these thirty systems to produce IEPs is presented in Phase Four of this study.

PHASE 3 - COMPUTER IEP INTERVIEWS

PHASE THREE: COMPUTER IEP INTERVIEWS

This phase of the study reports findings from five SELPAs or districts using computers in the IEP process. Descriptions of the systems used in each of the five agencies are presented. The results of the interviews in four of these five agencies are summarized.

Selection of SELPAs Using Computers

Four of the twelve agencies which use the computer to complete portions of the IEP were selected for in-depth interviews. The four were selected to match as much as possible with the districts included in the manual interviews. Hesperia School District is a semi-rural area within the Desert/Mountain Sepcial Education Services Region, San Bernardino County. Marin SELPA is an area which includes semi-rural and urban areas. Simi Valley Unified (within Ventura SELPA) and Northeast Orange County SELPAs are urban areas. These four SELPAs include different types of computers. Marin SELPA and Hesperia School District both use microcomputers. Northeast Orange County SELPA and Simi Valley Unified use mainframe computers.

Interviews in these four districts include parents (N=18), teachers (N=24) and managers (N=16). A total of 58 interviews are summarized for the SELPAs which use the computer to assist in constructing the IEP.

A fifth SELPA (Napa County) is implementing the use of the computer to construct the IEP. This SELPA was visited. The SELPA director and system programmer were interviewed. The five systems are summarized on the following pages and sample computer-produced IEPs are presented in Appendix F.

Hesperia School District

Hesperia School District serves 234 special education students. It is using an IEP computer program, Unistar I Pre-IEP, developed by Microsystems Inc. of North Carolina. The program is available for use on the Apple or TRS-80 computers with 48K memory. The basic equipment needed for this system consists of a microcomputer, two floppy disk drives, a monitor and a printer. The system produces a proposed IEP.

The Individualized Education Plan is divided into three major sections. These sections are (1) student data, (2) the assessment data, and (3) the goals and objectives. The computer program records the student data and then preselects a range of goals and objectives using the assessment data. The IEP team selects the goals and objectives from this range.

The student section has three subsections. The first is the school system information--the school system name and school address. The second subsection is student identification--name, birthdate, grade, student number, dominant language, etc. The third subsection is information for the Individual Education Plan--the type of meeting, meeting data, implementation date, etc.

The assessment section lists the scores on thirteen different tests of academic, motor, intellectual, speech and other functioning. The scores entered are the age equivalent or grade equivalent scores. All of these scores must be entered. Judgments are recorded for adaptive behavior, mobility, vision and hearing and other areas. A graphical profile of present functioning is presented using the scores and judgments.

Using the student's age and grade equivalent scores, a range of objectives in several discrepant areas are printed. The exact criteria for determining a discrepancy are those used in North Carolina. The computer program is secured and cannot be listed.

When discrepancies are found, goals and objectives may be preprinted by the computer in any of the following areas: written expression, reading recognition, reading comprehension, math computation, math reasoning, social/emotional, fine motor gross motor, listening comprehension, visual discrimination, oral/expressive language and spelling.

Paperwork flows to the district psychologist. A secretary enters the student data and test scores into the microcomputer and the Proposed Individual Education Plan is printed. Since the district serves 234 special education students, the number of IEPs entered each day is few. Estimated time for data entry and printing for one student is 45 minutes.

The basic program for constructing the Individualized Education Program can be purchased from Microsystems Inc. for $650. For a small initial investment, Hesperia School District computerized their Individualized Education Program. Another computer program is used in Hesperia to summarize the WISC-R, also available from Microsystems Inc.

A sample computer-produced IEP from Hesperia is presented as Exhibit 1 in Appendix F.

Simi Valley Unified School District

The Simi Valley Unified School District serves approximately 1500 special education students. Simi Valley Unified School District is one of several districts in the Ventura County Consortium. Beginning in 1975, Simi Valley Unified School District started to develop its own system for the computer-constructed Individual Education Program. The director was the person responsible for much of the initial planning and development of the special education system.

The Simi Valley Unified School District has developed a diversified data communications system. There are terminals in every school. Student records are accessed through these terminals. For each student certain records are kept such as name, address, telephone number, etc. These existing records are used to construct the Individual Education Program. The special education records are simply added to the student record.

To construct the IEP system two things were determined: the data that needed to be added to the existing district record, and the goals and objectives which were to be included. An analysis of the state and federal laws and regulations, along with negotiation with the State Department of Education, produced the items that should be added to the student record for special education purposes. Groups of special teachers developed the goals and objectives. Each teacher worked in his own area of expertise. For example, speech teachers and specialists developed the language goals and objectives. In this way, the teachers developed the portion of the system which they would use. Approximately 1000 goals and objectives were constructed and codes attached.

The first and subsequent computer programs were coded in COBOL. The first computer used was the Burroughs 2700. The program is converted for use on the Burroughs 6800. The system requires approximately 1200K of disk storage. Each student requires about 720 bytes of information. The proposed Individual Education Programs are printed on a Xerox 1200 printing system for speed and type quality.

When the student enrolls in a school in Simi Valley Unified School District, the student is given an identification number. All pertinent information is recorded in the district data bank using one of one hundred terminals located throughout the district. If the student is enrolled in special education, a student data sheet is made out by the responsible educator. A data sheet contains proposed goals and objectives. Data from the sheet is entered by a special education clerk. The information is processed and a proposed IEP is printed and sent to the chair of the team meeting. The proposed IEP is presented to the team for discussion and possible modification. After the team meeting, a pencilled copy is given to the parent. A student data sheet is filled out with only the changes and then reentered. A finalized copy of the Individualized Education Program is sent to the parent and teacher.

The special education teachers are provided yearly workshops on changes in the computerized system. Teachers are allowed to write their own objectives. Objectives which are added to, or deleted from, the system are noted at these meetings.

Simi Valley Unified School District is willing to sell the system for the computer-constructed Individual Education Program to other districts for approximately $3,000. Any adaptation of the programs would be done by the receiving district.

A sample computer-produced IEP for Simi Valley is presented as Exhibit 2 in Appendix F.

Northeast Orange County SELPA

The Northeast Orange County SELPA is comprised of three districts: Placentia, Brea, and Yorba Linda. Placentia acts as the Responsible Local Agency. Placentia Unified School District serves close to sixty percent of the 2,300 special education students served by the SELPA.

Northeast Orange County SELPA appointed a team to computerize the IEP in the summer of 1981. This task force consisted of special educators from every exceptionality. The force analyzed tasks and defined procedures for utilization of computers to write IEPs. The team searched the State for districts which use the computer to write the IEP. Simi Valley Unified was the only district identified. Simi Valley shared information with Northeast Orange County SELPA. As a result, the two district have IEP systems which are similar in overall processes, but are different in minor details.

Northeast Orange County SELPA uses Placentia's DEC System-20 computer. The computer has 1.2 megacharacters of memory with 129 ports available. The disk drives have 800 megabytes of storage for each disk. The Charaband Printer prints 1250 lines per minute.

The IEP programs are written by district personnel and use two types of files. The types of files are ISAM (Indexed Sequential Access Method) and DMS (Data Management System) files. Student data is put into both files. The ISAM file contains goals and objectives and student data. The DMS file can be "queried" but does not contain the goals and objectives. A "Query" program can summarize data in order to complete management reports and State counts.

Northeast Orange County SELPA is piloting the computer-constructed IEP in several schools. The goals and objectives list has been revised several times. SELPA-wide policies regarding the flow of paper and data are evolving. Presently, case carriers assess students. Case carriers complete student data sheets containing student information and coded goals and objectives. The case carrier either enters the student data sheet into the computer or gives it to a secretary to enter. The computer immediately prints out a proposed IEP. Proposed IEPs are reviewed at the IEP team meeting and revised. Any changes are entered in the computer, producing a final copy of the IEP. The computer prints out monthly lists of students that need an annual review.

A sample computer-produced IEP for Northeast Orange County is presented as Exhibit 3 in Appendix F.

Marin County

Marin County SELPA provides service for twenty school districts. These districts range in size from a one-room school to a joint union district. Marin County SELPA serves 2,300 special students.

Marin County SELPA pooled funds to develop an initial management information system (MIS) in 1977. Forms were collected from agencies in California, mandated elements of the IEP were identified, IEP forms were constructed, and the MIS was planned and implemented. The data processing was contracted to a private vendor. Initial data processing was in batch.

The present system was developed from the first MIS. The hardware is an Apple III computer with 28K memory, two floppy disk drives, a 20 megabyte Corvus hard-disk drive, a Qume printer and a VTR video cassette tape recorder. The hard-disk drive is for main storage of student IEP records. The Qume printer prints letter quality IEPs with data inserted. The VTR copies files from hard-disk drive in case information in the main files is lost.

The software is a commercially available software package--"PFS: Personal Filing System" distributed by Software Publishing Corporation of Santa Clara. This data base program allows the user to design a form display at a computer terminal and to store the data-filled form in computer memory. Using PFS, Marin County SELPA duplicated their IEP form on a computer screen.

After assessment of a student, case carriers fill out a student data sheet. Student data sheets contain student information, placement information, review dates, and goals. A secretary enters the data into the computer. The computer prints out a proposed IEP cover sheet. Case carriers call a team meeting at which the assessment is reviewed and objectives are written. Parents are free to add to, or delete anything from, the proposed IEP. If anything is changed, the change is written on the student data sheet for re-entry in the computer.

Prior to the annual review date, an IEP with the prior year's goals is printed and sent to the teacher as a cue to assess the student and conduct an annual review. The team reviews the old IEP and handwrites in any changes. Changes are recorded via a student data sheet. As a result, teachers do very little writing for the annual reviews.

Using "PFS: Report" program, many different reports can be generated from IEP files. A few examples are alphabetic lists of students by district, class lists, ethnicity by handicap and ethnicity by placement.

A sample computer-produced IEP for Marin County is presented as Exhibit 4 in Appendix F.

Napa County Consortium

The Napa County Consortium serves nine school districts and provides service to approximately 1,200 special education students. Napa County Consortium is installing a computer-constructed Individual Education Program. The computer software was developed by EX-ED Computer Systems, Inc. The original EX-ED program was written for a Databus microcomputer in the Datapoint computer language. The EX-ED program was rewritten for a Hewlett-Packard 3500 mainframe computer since this computer is available at Napa County offices. The EX-ED program was rewritten in COBOL and is thought to meet California IEP requirements.

Napa County Consortium uses an HP 3000 computer as a terminal link to an HP 3500 mainframe. When the HP 3000 is not used as a terminal, it is used for a variety of other functions such as word processing. The total system can be supported by a microcomputer with a 500K-hard disk drive. The disk space is needed to support the Behavioral Objective Plan data base. Each student record requires 512 characters of space.

EX-ED Computer Systems, Inc. developed the system two years ago for Forest Hills High School and Summit School of New York. This computer program is used at the New York School for the Deaf. The system is a data base system consisting of two major parts, Student Individual Record and the Behavioral Objective Plan.

The Student Individual Record is a part of the system which carries many pieces of student data. The Napa County Consortium system includes twenty-three coded items of data, such as ethnic status, primary language, sex, and related services. The Student Individual Record contains all data to complete the State counts in Special Education. Administrative programs are available to complete the State pupil count reports.

The Student Individual Record is designed to keep an historical record of each student. This information can be used to track the progress of each student. The EX-ED system can be periodically purged of records that are no longer needed. The purged record can be saved on tape for storage.

The Student Individual Record carries all information vital to the Individual Education Program--a complete record of all assessment results, all related services, etc.

The Behavioral Objective Plan is a computerized version of the Instructional Based Appraisal System (Meyen, 1977). The Instructional Based Appraisal System consists of ten thousand objectives. The areas for which objectives are written include the mildly handicapped (reading, mathematics, and social behavior), severely and profoundly retarded, career education, pre-vocational skills, physical education and science. The computerized version has an option to include objectives developed by the local district.

The Behavioral Objective Plan carries such information as long range goals, short term objectives, present level of performance, activity or materials used

to master objectives, criteria for measuring attainment of objectives and mastery dates.

The EX-ED software is designed to print a final copy of the IEP. A clerk enters a student data sheet containing all the IEP data. Any update of the IEP includes only changes.

The EX-ED software is sold under license. The cost is calculated on a per student basis. Napa County Consortium paid $15 per student with a $700 yearly program maintenance fee. Major programming changes are available on a contractual basis from EX-ED Computer Systems, Inc.

A sample computer-produced IEP for Napa is presented as Exhibit 5 in Appendix F.

Computer IEP Interviews

Interviews are summarized for four agencies. In each agency parents, special education teachers, and managers are included. The questionnaire includes all of the questions in the manual interviews. Additional questions are added regarding the use of the computer in the IEP process.

(1) Steps Involved in Developing a Computer-Assisted IEP

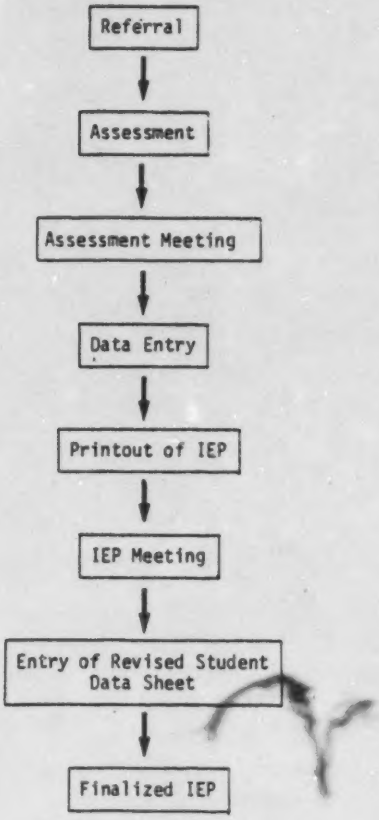
The IEP is divided into four main sections: (1) student data; (2) current performance levels; (3) goals, and (4) objectives. Computers are used mainly as high speed printers in the IEP process to print the four sections. The four computerized SELPAs use the computer to print different areas.

IEP Areas Computerized

	Hesperia	Marin	Simi Valley	Northeast Orange
Student Data.....	X	X	X	X
Performance Levels.....	X		X	
Goals.....	X	X	X	X
Objectives.....	X		X	X

Each district uses a "student data sheet". This sheet is used to summarize all data for key entry. The case carrier meets with an assessment team to integrate the assessment findings. The assessment team fills out the student data sheet. The sheet contains all student data, codes for performance levels or test scores, goal codes and objective codes. After entry, a proposed IEP with objectives is printed.

Computerized IEP Process



The case carrier reviews the proposed IEP prior to the IEP meeting. Often, the parent receives a copy of the proposed IEP to review. At the IEP meeting, the team discusses the assessment results, eligibility and placement, goals and objectives. The proposed IEP is revised. A hand-corrected IEP is given to the parent. The Student Data Sheet is revised and entered. A finalized copy is sent to the parent.

The steps and personnel involved are the same for computer-assisted IEPs as for manual IEPs. The timeline required to complete the assessment and schedule the IEP meeting is usually less than the mandated fifty days. In Marin County SELPA, the IEP is sent to teachers four to six weeks in advance of the annual review date. (This agency did not print a "proposed" IEP.) The other agencies required that the information for the proposed IEP be turned in at least one week in advance of the meeting.

(2) Cost of Writing a Computer-Assisted IEP

Time estimates provided by persons writing a computer-constructed IEP were used to calculate the average minutes of time spent by professionals in several types of IEP team meetings. Costs estimates were based upon mean salaries paid to various staff in the Far West geographic region of the United States 1981-82, and reported by the Educational Commission of States.

Minimum cost was calculated using the minimal number of team meeting participants. Maximum cost was calculated using all the professionals reported to sometimes attend meetings.

Estimated costs for each type of meeting are reported in Tables 10 through 15. These meeting types include five types of initial placement meeting and the annual review meeting.

The costs of an initial placement in a DIS using a computer-constructed IEP approximate $30 to $70 (see Table 10). For initial computer-assisted placement in RSP, costs approximate $80 to $115 as in Table 11. Initial computer-assisted placements in SDC within a single agency can range from $295 to $520 as recorded in Table 12. Initial computer-assisted placements in an agency other than a single district can run from $450 to $740 depending upon whether one or two meetings are scheduled as shown in Tables 13 and 14. For any program placement, computer-assisted annual review IEPs cost between $60 and $160 (see Table 15).

Table 10
Estimates of Staff Time and Cost in IEP Development
for Designated Instruction Service

Position	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
DIS Service	90	30	120	0.2600	31.20	31.20
(Teacher)[b]	70[c]	30	100	0.2600	---	26.00
(Principal)	---	30	30	0.3851	---	11.55
Parent	---	30	30	---	---	---
				Total Cost	$31.20	$68.75

Total Staff Time = 2.0 - 4.16 hours

Teacher 8 hour day @ $180/day
Principal 8 hour day @ $200/day

[a] 1981-82 mean salaries reported by Educational Commission of the States.
[b] staff listed in ( ) sometimes attend.
[c] estimated from 1980 Barrick and Enell study on paperwork.

Table 11
Estimates of Staff Time and Cost in IEP Development
for Initial Placement in Resource Specialist Program

Position	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Resource Specialist	192	47	239	0.2600	62.14	62.14
Principal or Designee	---	47	47	0.3851	18.09	18.09
(DIS Service)[b]	90	47	137	0.2600	---	35.62
Parent	---	47	47	---	---	---
				Total Cost	$80.23	$115.85

Total Staff Time = 4.0 - 7.05 hours

Table 12
Estimates of Staff Time and Cost in IEP Development
for Initial Placement in Special Day Class in District

Position	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Receiving Teacher	183	60	243	0.2600	63.18	63.18
Principal or Designee	---	60	60	0.3851	23.11	23.11
Program Specialist	285	60	345	0.3034	104.67	104.67
Psychologist	285	60	345	0.3034	104.67	104.67
(Referring Teacher)[b]	70[c]	60	130	0.2600	---	33.80
Resource Specialist	192	60	252	0.2600	---	65.52
Speech Therapist	90	60	150	0.2600	---	39.00
Parent	---	60	600	---	---	---
(Nurse)	120[c]	60	180	0.2523	---	45.41
Other DIS Specialist	90	60	150	0.2600	---	39.00
				Total Cost	$295.63	$518.36

Total Staff Time = 16.6 - 30.9 hours

[a] 1981-82 mean salaries reported by Educational Commission of the States.
[b] staff listed in ( ) sometimes attend.

Table 13
Estimates of Staff Time and Cost in IEP Development
for Initial Placement in SDC Class Within Another Agency

IEP Team Meeting Persons	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Receiving Teacher	183	60	243	0.2600	63.18	63.18
District Administrator	---	60	60	0.3972	23.83	23.83
County Administrator	---	60	60	0.3972	23.83	23.83
District Principal	---	60	60	0.3851	23.11	23.11
County Principal	---	60	60	0.3851	23.11	23.11
District Psychologist	285	60	345	0.3034	104.67	104.67
County Psychologist	285	60	345	0.3034	104.67	104.67
(District Nurse)[b]	120[c]	60	180	0.2523	40.14	40.14
(County Nurse)	120[c]	60	180	0.2523	40.14	40.14
(Referring Teacher)	70[c]	60	130	0.2600	---	33.80
Program Specialist	285	60	345	0.3034	---	104.67
Speech Therapist	90	60	150	0.2600	---	39.00
DIS Specialist	90	60	150	0.2600	---	39.00
Parent	---	60	60	---	---	---
Social Worker	---	60	60	---	---	---
Total Staff Time = 25.6 - 38.5 hours				Total Cost	$446.68	$663.15

[a] 1981-82 mean salaries reported by Educational Commission of the States.
[b] staff listed in ( ) sometimes attend.
[c] estimated from 1980 Barrick and Enell study on paperwork.

Table 14
Estimates of Staff Time and Cost in IEP Development
for Initial Placement in Special Day Class Within Another Agency
with Additional IEP Team Meeting

IEP Team Meeting Persons	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Receiving Teacher	183	20	203	0.2600	52.78	52.78
Psychologist	--	20	20	0.3034	---	6.07
County Principal	--	20	20	0.3851	---	7.70
Speech Therapist	--	20	20	0.2600	---	5.20
DIS Specialist	--	20	20	0.2600	---	5.20
Parent	--	20	20	---	---	---
Total Staff Time = 27.3 - 43.2 hours				Total Cost	$499.46[b]	$740.10[b]

Table 15
Estimates of Staff Time and Cost in IEP Development
for an Annual Review

Position	Average Minutes Spent		Total Minutes	Dollars[a] Per Minute	Dollar Minimum	Dollar Maximum
	Assessment	IEP Meeting				
Teacher	139	41	180	0.2600	46.80	46.80
Principal	---	41	41	0.3851	15.80	15.80
Psychologist	60	41	101	0.3034	---	30.64
Speech Therapist	90	41	131	0.2600	---	34.06
Other DIS Specialist	90	41	131	0.2600	---	34.06
Parent	---	41	41	---	---	---
				Total Cost	$62.60	$161.36

Total Staff Time = 3.7 - 9.7 hours

[a] 1981-82 mean salaries reported by Educational Commission of the States.
[b] includes two IEP Team Meetings; total costs from Table 14 plus costs from Table 15.

Teachers were asked a question regarding time savings due to computer use in constructing the IEP. The results are shown below:

Teacher Question: How much time does the computer save per student per meeting? How?

Marin County - Saves an average of 10 minutes.

Simi Valley - Time savings unable to estimate; perceived to be easier (in use for five years).

Northeast Orange County - Saves an average of 30 minutes.

Hesperia - Adds time--teacher has to read through objectives and select the proper objectives.

Teacher Comments: Teachers perceive that the computer saves time when constructing an IEP. In Simi Valley Unified, teachers reported no way to estimate a savings since they have not written IEPs manually. Teachers in Northeast Orange County SELPA estimate that the computer saves about thirty minutes and the IEP team meetings are shorter.

The tasks for the manual completion of IEPs are different from tasks for computer-assisted completion. Rather than writing goals and objectives, teachers complete a Student Data Sheet and select coded goals. Teachers prefer the tasks for the computer-assisted completion of the IEP when compared to the manual completion.

(3) Usefulness of the IEP

The interviews assessed the usefulness of the IEP. The parents and special education teachers were asked questions regarding usefulness. Managers were queried about the computer programs which implement the computer assistance. Managers and administrators were not questioned regarding usefulness.

Parent Views on Usefulness of IEPs

The parental response to the questions is quite positive. Five questions were asked on usefulness. A summary of responses is below.

> *Parent Question:* It takes approximately 3-12 hours to test and place a student with a minor problem such as speech therapy, and can range from 12-24 hours for a severely handicapped student. Do you think the amount of this time expenditure to test and place the student has helped assure the most appropriate education for each child? (N=18)
>
> Yes - 94% No - 6%

Parent Comments: There is no question that the extensive testing helps to assure the most appropriate placement. The testing helps to establish the current performance levels, which in turn help with selecting the proper goals and objectives. The many professionals involved in the testing gives a better perspective. The testing does take time, but it is worth it.

> *Parent Question:* Do you feel that the present process of a team meeting is helpful in assuring the most appropriate education for your child?
>
> Yes - 83% No - 17%

Parent Comments: The multiple viewpoints are helpful in making educational decisions. Parents need the multiple views to understand the functioning level of their child. Some children could be tested and placed sooner. More money could be made available for services.

Parent Question: What parts of the meeting were useful for you in understanding the needs of your child and then deciding what your child's educational program should be?

Parents cite as useful the following:

	Percent
Teacher communication	33%
Test scores	17%
Attitude of team participants	17%
Academic report	11%
IEP goals	6%
Nothing	6%

Parent Question: The meeting was documented by paperwork called the Individualized Education Program (IEP). Have these documents been useful for your reference? How?

Yes - 61% No - 39%

Parent Comments: One group of parents used the IEP for several uses. The IEP is used to mark progress--to see growth in skills. Praise is given when the student achieves. IEPs are used on a daily basis to help reinforce the skills taught at school. They are used as a reference prior to the annual review.

The second group sees the IEP as a formal document of little use. IEPs are just paperwork to be completed. The document is hard to understand. The team meetings are useful. Talking to the teacher is useful. IEPS are not useful.

Parent Question: Do you receive information prior to the team meeting?

Yes - 11% No - 89%

Parent Comments: Most parents receive no information prior to the team meeting. Some parents did talk to the special education teacher regarding assessment results, goals and objectives.

Teacher Views on Usefulness of IEPs

Teacher response to three questions regarding usefulness is positive. Questions involve appropriateness for planning, usefulness to daily instruction, and usefulness of computer assistance. A summary of the responses are below.

Teacher Question: Do you feel that the present documentation in special education is useful in planning the most appropriate education for each child? (N=24)

Yes - 92% No - 0% Not in all cases - 8%

Teacher Comments: The IEP is a communication tool. Information is provided to parents and educators. The IEP and meeting is the focal point of the communication effort. IEP construction shows that schools are trying to meet parental concerns. The IEP meeting brings together the decision makers and focuses on the child. The personal contact in IEP meetings between teachers and parents is valuable.

The IEP is an organizational tool. This tool provides a task timeline to assure that a timely assessment and placement is made. Periodic assessment of progress toward goals is assured by the IEP. The IEP is an outline for educational planning. Important steps in educational planning are documented. Instruction is focused by a task analysis which breaks instructional goals into measurable behaviors. Evaluation procedures can measure progress.

The IEP is also a legal document. Compliance to state and federal mandates is provided. The child's rights are protected.

Teacher Question: What parts of the paperwork process are useful for daily instruction?

Student data	- 4%
Assessment	- 25%
Placement	- 4%
IEP Goals	- 71%
IEP Objectives	- 83%
No parts	- 4%

Teacher Comments: The student address and phone are used to contact the parent. The administration uses the student data such as placement and ethnicity for management reasons.

Assessments are used to assess skill levels and give a basis for placement, goals and objectives. The teacher reads the assessment results on a new student in order to know where to begin the instruction.

Goals and objectives are used for long term planning of instruction. Objectives are used for periodic check of progress, and to remind of student needs. Few teachers write IEP objectives which can be used in daily lessons. Objectives are written to detail the short term IEP objectives.

Teacher Question: Has the computer aided in making the paperwork process more useful for daily instruction?

Yes - 63% No - 29% As useful - 8%

Teacher Comments: Teachers consider the computer to be an aide in making the paperwork process more useful in the daily instruction. Most teachers who do not use the computer to develop objectives, also, do not believe that the computer aids daily instruction. A large proportion of the teachers who use the computer to aid in developing objectives believe that the paperwork process is more useful. Teachers think that the objectives listing is an important resource. They are able to be more specific and thorough in writing objectives. The objectives are easier to read and easier to use. read and easier to use.

(4) Response to Computerization of the IEP

The computer-constructed IEP questionnaire is the same as the manually constructed IEP questionnaire, except for a few added questions. A nearly equal number of parents and educators were interviewed. Programmers and system analysts were added to the interviews. Parent, teacher and administrator interviews are summarized below.

Parent Response to Computerization of the IEP

Parent interviews include parents active in the schools. These parents serve as classroom aides, on advisory committees, and leaders in the community. For the most part, the parents are well informed with regard to special education and the rights of their child.

Parent Question: How were you notified that the IEP meeting was to take place? (N=18)

Letter - 55%	Phone - 61%
Note - 11%	Computerized letter - 6%

Parent Comments: Most parents are notified by phone or letter. Some parents receive communication by both phone and letter. More parents in this sample are notified by phone than parents in SELPAs which manually write IEPs.

Parent Question: Often we receive letters which have been printed by computer. Would you object to receiving such a letter?

No objection - 94%	Objection - 6%
Prefer a note - 6%	

Parent Comments: Parents noted that they often receive form letters for various reasons. If a form letter would save time, then use it.

Parent Question: The computer can be used to preprint much of the data on the IEP. It can also be used in a meeting to record decisions or help in selecting objectives. Would you object to these uses of the computer?

No objection - 94% Some objections - 6% Object - 0%

Parent Comments:

No objection--Parents think that it is about time that computers are used. Computers should do the paperwork and teachers should teach. The IEPs are legible. Handwritten IEPs are difficult to read. Parents are enthusiastic about computer-constructed IEPs--IF THEY CAN MAKE ADDITIONS OR DELETIONS DURING THE TEAM MEETING. The graphs and printouts make reading easier. Objectives are more precisely written. In an initial meeting, parents feel care should be taken when using a computer-constructed IEP. Parents are overwhelmed at the first meeting and may be in awe of computers.

Some objection--A parent warned against losing the personal touch when writing IEPs.

Parent Question: What parts of the IEP do you feel should not be computerized?

Every part should be - 61%
Some parts should not be - 17%
No parts should be - 0%
No comment - 22%

Parent Comments: Parents approve of the computerization of the IEP. A few parents object to the computerization of present levels of performance. This concern centers around the psychologist report.

Parent Question: If some objectives were selected prior to the meeting for discussion, would you feel as involved?

Yes - 94% No - 0%
Not involved in any case - 6%

Parent Comments: Parents sense that teachers preselected the objectives before computerization. This preselection of goals and objectives is not objectionable. Parents feel that they can change the goals and objectives.

The construction of the IEP is a cooperative effort. Teachers consult with parents before the meeting. During the meeting they involve the parent in decision-making. Often, teachers ask parents to review the objectives prior to the meeting. Parents wish to have a copy of the proposed IEP prior to the meeting. The objectives must be PROPOSED and always subject to change.

Parent Question: When did you receive your finalized copy of the IEP?

At end of the meeting - 83% At a later date - 17%
No copy received - 0%

Parent Comments: The IEP is constructed in the meeting. The educational plan is negotiated in this meeting. If the finalized copy of the IEP is received later, parents feel it is not a problem. If a finalized copy is received a week or two later, the delay is not important. In case of error, parents would phone the teacher.

Parent Question: Do you feel the computer-produced IEP is as easy to understand and as informative as a handwritten IEP?

Yes - 89% No - 6% No comment - 6%

Parent Comments: Parents have difficulty reading handwritten IEPs. Often, the handwriting is not legible. Parents can read the computer-produced IEP. Computer printed IEPs are clear and informative. Often, parents do not understand some terms and rely on teacher explanations. Computer printed objectives are clearer and more defined. The content of computer-constructed IEPs is as personalized as the handwritten IEP.

Staff Response to Computerization of the IEP

The teacher questionnaire is different from the parent questionnaire. Staff questions are more detailed. The staff response to the questions contain more information. The staff responses were probed more deeply. The questionnaire included more questions on the construction of the IEP.

Teacher Question: Was a major change required to adapt to the computer? (N=24)

Yes - 13% No - 83% No comment - 4%

Teacher Comments: Teachers do not change their practices in a major way to adapt to computer-written IEPs. Minor changes are required. New forms are used. Printouts of IEPs must be routed from the computer to the teacher. Multiple forms must be separated. Teachers are instructed in the use of the system and practices adjusted to fit the system. Teachers adapt quite easily to using the system. Teachers see the use of the computer as a time saver. Any adaptation of practice results in real time savings.

Teacher Question: The computer can be used to preprint some of the data on the IEP. It can also be used in a meeting to record decisions or as a help in selecting objectives. Do you object to these uses of the computer?

No objection - 83% Some objection - 17% Object - 0%

Teacher Comments: All teachers like having the student data computerized. The data is not rewritten constantly. Student data is easier to retrieve. It is easier to change.

Teachers like the idea of computerizing the current performance levels. The ease of access to previous assessment information can provide valuable diagnostic information. This historical information can narrow a later assessment. It can be a valuable reference to provide insight for the teacher.

There is a concern about including information of a sensitive nature in a computer file. Test scores should be included, but not certain psychological notes. There is some concern about the definition of terms used in the IEP--terms such as "deficient" and "severe".

The opinion regarding the use of the computer to generate objectives ranged widely. The majority of teachers like this use of the computer. A few object to their own use of the computer. Some teachers object to this use of the computer for everyone. The opinions regarding objectives parallel the SELPA use of the computer. The SELPAs which use the computer to print objectives have teachers who applaud this use. The SELPA which does not computerize objectives has teachers who object to computerizing the objectives or who would not like to use preselected objectives.

Teacher Question: What parts of the IEP should not be computerized?

No parts	- 63%
Student data	- 0%
Psychological file	- 13%
Current performance levels	- 17%
Goals and objectives	- 13%

Teacher Comments: Again, there is some concern about the use of the psychological data contained in the confidential file. A few teachers desire to write their own objectives.

Teacher Question: What advantages does a computer-assisted construction of the IEP have? Disadvantages?

Teacher Comments:

Advantages--Teachers report the computer speeds the writing of the IEP. The goals are easier and quicker to write. More time is spent teaching. The IEPs are easier to retrieve. Since the IEP meeting runs smoothly, time is saved.

The IEP is legible. The handwritten IEPs are often hard to read. The bottom NCR copies of the IEP are often illegible. The wording on the computer-produced IEP is clear. There is consistent terminology throughout the district.

There is a common bank of objectives. This bank provides for consistent objectives throughout the SELPA. Objectives are better. More objectives are included on the IEP. Teachers select objectives from areas in which they do not normally write objectives.

Disadvantages--It takes time in order to learn how to use the computer-produced IEP--time to put the initial information into the computer--time to learn how to select coded goals and objectives. It takes time to include new objectives on the "proposed" IEP. There is a time lapse between submitting the Student Data Sheet and receiving the proposed IEP.

The computer-produced IEP is impersonal. Sometimes the objectives are too broad and do not fit a particular student. The handwritten IEP seems more personal.

Teachers in one agency report the objectives are often not written at the proper level. Unused objectives are included in the IEP. It is difficult to separate the carbon copies at the IEP meeting.

Teacher Question: How do you maintain confidentiality of student records?

Teacher Comments: Teachers think there is no problem with maintaining confidentiality. Their own personal files are locked. In the SELPAs using microcomputers, only one or two people have access to the computer. The

microcomputer is locked in a room at night. The SELPAs which use mainframe computers have varying levels of access. The special education teacher needs the help of the school secretary in order to enter the school computer. The school secretary does not know the access code to enter the special education file. The data can only be read by teachers. Only the special education clerk at the SELPA office can enter data.

> *Teacher Question:* What inservice was needed for you to use the program? How many hours?

Teacher Comments: For the initial writing of a computer-constructed IEP, teachers reported several meetings. These meetings included a step-by-step description of the construction process. These initial meetings usually take from two to five hours. Periodic meetings are needed to update information and skills in constructing the IEP. These meetings were twice a year.

> *Teacher Question:* What is your perception of the parent's reaction toward computer use?

Teacher Comments: Perceptions of a negative reaction come mostly from the Marin SELPA. Most positive perceptions are from Simi Valley. Positive perception may stem from the fact that Simi Valley has been computerized longer. Teachers reported negative parent reaction at first. Later, the parents became appreciative of the many pluses of computerizing the IEP. Some teachers report no negative reactions. Many parents feel comfortable with computerization of the IEP.

Response of Administrators and Managers to IEP Computerization

Sixteen administrators and managers were interviewed regarding IEP computerization. After the administrators and managers described their IEP systems, each was asked the following questions.

> *Manager Question:* What advantages does computer-assisted construction of the IEP have? Disadvantages? (N=16)

Manager Comments: Advantages--The computer saves time in writing the IEP. The teacher does not have to complete the student data section after the initial IEP is written. The computer saves time in writing IEP goals and objectives.

The IEP is easier to read. The writing is legible. The terms are defined carefully. The writing is easier to understand. The IEP has a professional appearance--an appearance of quality and organization.

More areas are selected in which objectives are written. More objectives are written within each area. The objectives are tied together in an organized fashion. As a result, the teaching covers a broader scope than previously and a wider variety of materials are used.

The teachers are excited about using a computerized IEP format. Teachers enjoy the forward-looking image that a computerized IEP projects.

The director has more management information available. Management information for teachers and students can be easily retrieved and tabulated. Management decisions can occur in a timely manner.

Managers can track goals and objectives within programs and handicap areas. The tracking gives managers more information regarding curriculum decisions.

Disadvantages--More than fifty percent of the managers cite no disadvantages to the computerized IEP. One disadvantage is that the construction of a "proposed" IEP carries with it a danger. Parents may not realize that the IEP can be changed. Staff must emphasize in the IEP meeting that the IEP can be changed.

A second disadvantage is that a minority of teachers may not like using the computerized IEP. Each user must be taught to respect the system and use it. Getting the teachers to "own" the system can require careful management.

Manager Question: How do you maintain confidentiality of student records?

Manager Comments: Administrators and managers have no difficulty maintaining confidentiality of student records. The microcomputers were locked overnight. Mainframe computers had several levels of coded access. Computer records were no less secure than written records.

Manager Question: What is your perception of the parent's reaction toward computer use?

Manager Comments: Administrators and managers report that parent reaction is very positive. The parents find the computerized IEP readable and informative. They often use the IEP at home to work on objectives with their children. Many parents feel comfortable with the computerized IEP.

Summary of Computer-Assisted IEP Findings

The computerized IEP process has all the elements of the manual IEP process plus data entry and printout of the IEP. To facilitate the data entry a Student Data Sheet is used to summarize data for entry. The "proposed" IEP is reviewed and revised by the IEP team.

The costs of an initial DIS placement using a computer-developed IEP range from $30 to $70. For an initial RSP placement, costs approximate $80 to $115. Computer-assisted SDC placements can range from $295 to $740. The computer-developed annual review IEP can cost from $60 to $160.

The personnel involved in the computer IEP construction are the same as the manual IEP construction with the addition of a data entry clerk. The timeline for the computer IEP is the same as the manual IEP, except the Student Data Sheet must be completed one week prior to the IEP meeting so the "proposed" IEP can be printed.

Parents are quite positive about the IEP assessment and team meeting. Parents feel enough assessment information is collected for decisions. The assessment information and the IEP meeting are helpful in making educational decisions. The IEP is used as a reference by parents.

Teachers feel the IEP process and documentation are providing the most appropriate education for each child. The IEP goals and objectives are useful in planning daily instruction. The computer has aided in making the paperwork process more useful for daily instruction.

Parents and teachers respond favorably to the computer-constructed IEP. The IEP is legible and easier to understand. Parents feel involved in the IEP process even though the objectives are preselected.

Teachers report no major change to adapt to the use of the computer to construct the IEP. Teachers do not object to using the computer. Computer-assisted construction of the IEP has many advantages and few disadvantages.

Administrators and managers think that the computerized IEP saves teachers time, is more legible, and contains goal and objectives which are better written. Managers sense that parents and teachers are very positive about the computerized IEP.

PHASE 4 - IDENTIFICATION AND ANALYSIS OF CURRENT PRACTICES IN COMPUTER-ASSISTED IEP SYSTEMS

PHASE FOUR: IDENTIFICATION AND ANALYSIS OF CURRENT PRACTICES IN COMPUTER-ASSISTED IEP SYSTEMS

This phase of the study identifies and analyzes the current practices in California and in other states to produce special education IEPs with computer assistance. The first part of this phase is an analysis of in-depth interviews in four agencies in California which use computer-assisted IEPs. The interview results are compared with the results of four similar agencies which produce IEPs manually.

The second part of this phase presents an analysis of systems to produce IEPs from California and other parts of the nation. The systems included in this section are available from private vendors and public agencies.

Analysis of Interviews in Four Agencies Using Computer-Assisted IEP Systems and Four Agencies With Manual Written IEPs

Of major interest in this portion of the study were the attitudes of parents, teachers and program administrators to current practices in developing IEPs. The responses to the usefulness of the IEP, whether produced as a hand-written or a computer-assisted copy, and attitudes about using computers in the IEP process, were analyzed. Questions related to usefulness of the IEP documents and attitudes toward computer-assisted construction of IEPs were used in the interviews of each interview study sample.

Each interview group consisted of parents, special education teachers, and administrators of special education programs. The interviews for those who used the manual construction of the IEP included 22 parents, 23 teachers, and 10 administrators. The second group, which used the computer to aid in the construction of the IEP, included 18 parents, 24 teachers, and 16 administrators. The total number of persons interviewed was 113. Each questionnaire contained items regarding the usefulness of IEPs and reactions toward using a computer to assist in writing an IEP. The opinions of the manual-construction group and the computer-assisted group are compared in the following sections. All comparisons were tested for significance using the chi square statistic at the .05 level. Only two comparisons were significant, and they are noted in the text.

In addition to analyses of parent and teacher responses to usefulness of IEPs and computerization of IEPs, this section contains a comparison of costs of manual vs. computerized IEPs. Following the cost analysis, the IEP forms of manual and computer-assisted agencies are compared to Federal mandates.

Comparison of Parent Responses Regarding Usefulness of IEPs

Three questions regarding usefulness were included on questionnaires used in both manual and computer-assisted samples. Parent responses to these three questions are summarized below.

Parent Question: It takes approximately 3-12 hours to test and place a student with a minor problem such as speech therapy, and can range from 12-24 hours for a severely handicapped student. Do you think the amount of this time expenditure to test and place the student has helped assure the most appropriate education for each child?

	(N=22) Manually-Constructed IEP	(N=18) Computer-Constructed IEP
Yes	95%	94%
No	5%	6%

Parent Analysis: There is no difference between the responses of parents in SELPAs which manually construct their IEPs and the SELPAs which use the computer to assist in the construction of the IEP.

Parent Question: Do you feel that the present process of a team meeting is helpful in assuring the most appropriate education for your child?

	Manually-Constructed IEP	Computer-Constructed IEP
Yes	82%	83%
No	5%	17%
No opinion	13%	0%

Parent Analysis: There is no significant difference between the parents' belief that the team meeting is helpful in assuring the most appropriate education for their children regardless of which method is used to construct the IEP. Parents hold a belief that the team meeting helps assure the most appropriate education.

The parents who have manually-constructed IEPs find many items used in the IEP team meeting helpful. Parents in this group rely mainly on test scores and reports--academic, psychological, speech and language, nurse, doctor, and principal reports. Participant attitude and teacher communication is not relied upon as much as these various reports.

The parents who have computer-constructed IEPs find teacher communication about academic reports and test scores helpful. Teacher communication and team members' attitudes are valued by these parents.

Parent Question: The meeting was documented by paperwork called the Individual Education Plan (IEP). Have these documents been useful for your reference?

	Manually-Constructed IEP	Computer-Constructed IEP
Yes	68%	61%
No	32%	39%

Parent Analysis: A majority of parents use the IEP for reference. There is no significant difference between the opinion of parents who have computer-assisted construction of the IEP and those that do not. Most parents find the documents useful.

Comparison of Parent Responses Regarding Computer-Assisted Construction of IEPs

Parents were asked four questions regarding the computerization of the IEP construction process. Their responses are compared below.

Parent Question: The computer can be used to preprint much of the data on the IEP. It can also be used in a meeting to record decisions or help in selecting objectives. Would you object to these uses of the computer?

	Manually-Constructed IEP	Computer-Constructed IEP
No Objection	82%	94%
Some reservation	9%	6%
Object	9%	0%

Parent Analysis: Parents in both groups favor the use of the computer to aid in the construction of the IEP. Parents did state that any prepared document should be subject to change in the team meeting. The IEP draft presented in the meeting should be a true draft.

Parent Question: What parts of the IEP do you feel should be computerized?

	Manually-Constructed IEP	Computer-Constructed IEP
Every part	64%	61%
Some parts	36%	17%
No parts	0%	0%
No comment	0%	22%

Parent Analysis: The proportion of parents who favor the computerization of every part of the IEP is quite high for each group. The parts which many parents object to computerizing are the psychological records. Otherwise, parents do not object to computerizing the student data, goals and objectives.

Parent Question: If some objectives were preselected for discussion prior to the meeting, would you feel as involved in the decision-making process?

	Manually-Constructed IEP	Computer-Constructed IEP
Yes	81%	94%
No	9%	0%
No opinion	9%	6%

Parent Analysis: Parents like the team to be prepared for discussion of their child. A preselection of goal and objectives seems to be a reasonable preparation. The parents expect the team to be flexible. Some parents would like to review the proposed goals and objectives prior to the team meeting. Most parents feel a part of the decision-making process.

Parent Question: When did you receive your copy of your IEP?

	Manually-Constructed IEP	Computer-Constructed IEP
IEP meeting	77%	83%
Later date	14%	17%
No copy	5%	0%
Unknown	5%	0%

Parent Analysis: A large proportion of parents receive the IEP at the meeting. A few parents receive the final copy at a later date. Parents respond in similar proportions regardless of the way the IEP is constructed.

Comparison of Teacher Responses for Usefulness of IEP

Teacher questionnaires include two questions to which teachers in the manually-constructed IEP sample and the computer-constructed sample responded. These two questions were also included in the study "Paperwork in Special Education: An Analysis and Critique (Barrick and Enell, 1980). A comparison of the three responses is below.

Teacher Question: Do you feel that the present documentation is useful in planning the most appropriate education for each child?

	Study of IEP Paperwork[a]	Manually-Constructed IEP (N=23)	Computer-Constructed IEP (N=24)
Yes	65%	70%	92%[b]
No	13%	13%	0%
Not in all cases	23%	17%	8%

a. Barrick and Enell (1980, 30)
b. Chi square statistic significant at .05 level

Teacher Analysis: Teachers in all three samples perceive that the present documentation in special education is useful in planning the most appropriate education. From 1980 to 1983, teacher opinions has remained rather constant. The teacher attitude toward the usefulness of the computer-assisted documentary is significantly higher than either the teacher opinion in 1980 or 1983 toward the manually-constructed IEP. This attitude shift may be due to the increased time expended in assessment when IEP construction is computer-assisted.

Teacher Question: What parts of the paperwork process are useful for daily instruction? Why?

Parts Used	Study of IEP Paperwork[a]	Manually-Constructed IEP	Computer-Constructed IEP
Student data	0%	4%	4%
Assessment	31%	22%	25%
Placement	0%	4%	4%
IEP Goals	73%[c]	49%	71%[b]
IEP Objectives		87%	83%
No parts	10%	4%	4%

a. Barrick and Enell (1980, 28)
b. Chi square statistic significant at .05 level
c. Goals and objectives not separated

Teacher Analysis: In all three samples, teachers see the goals and objectives as the part of the IEP most useful for daily instruction. Teacher attitude toward the IEP components has remained fairly constant from 1980 to 1983. A significantly higher proportion of computer-assisted teachers perceive the goals to be useful for daily instruction when compared to teachers who manually construct the IEP. This significant difference may be due to the clear relationship between goals and short-term objectives.

Comparison of Teacher Responses Regarding
Computer-Assisted Construction of IEPs

Teacher Question: The computer can be used to preprint much of the data on the IEP. It can also be used in a meeting to record decisions or as a help in selecting objectives. Would you object to these uses of the computer?

	Manually-Constructed IEP	Computer-Constructed IEP
No objection	83%	83%
Some objection	17%	18%
Objection	0%	0%

Teacher Analysis: Most teachers have no objection to computerizing the IEP. A few object to computerizing the confidential information such as psychological records. Almost all teachers stated that the IEP team members should be able to change the "proposed" IEP. The parent should be clearly informed of this right.

Teacher Question: What parts should be computerized?

	Manually-Constructed IEP	Computer-Constructed IEP
All parts	57%	63%
Some parts	22%	17%
No opinion	22%	0%

Teacher Analysis: A large proportion of teachers perceive the computer to be a real help in organizing the IEP. There is no objection to computerizing the student data section of the IEP. A small portion of teachers object to using the computer to summarize the assessment data and to list the goals and objectives on the IEP. The majority of teachers do not object to computerizing all parts of the IEP.

Comparison of Administrator Responses Regarding Computer-Assisted Construction of IEPs

The IEP is viewed by all administrators as helpful for guiding the IEP meeting and for providing a planned instructional program to the students.

The first benefit from computer-assisted IEPs mentioned by both manual and computer-assisted IEP administrators is the time savings. They recognize that the use of computers helps to reduce the paperwork done by teachers, and that this speeds the IEP process.

The next benefit is the use of the student information for management information purposes. The third benefit comes from the use of objectives which are part of an organized curriculum sequence which provides instructional continuity from teacher to teacher and year to year. Administrators believe that this information on objectives could help them track different curriculum needs. A fourth benefit is the tracking of due process timelines and dates. The final benefit is the availability of a clear, readable copy of the IEP for parents and school personnel.

Possible problems mentioned in the use of computer-assisted IEPs are different for the manual and computer-assisted administrative groups. The manual group gave as problems (1) starting up a system to produce the computer-assisted IEP and (2) developing a listing of goals and objectives. These possible problems were different from those mentioned by the computer-assisted IEP administrators. For them, the possible problems were (1) clearly communicating to all--and especially to parents--the changable nature of the proposed IEP and (2) helping teachers to adopt the IEP system as their own. Those with computer-assisted IEPs found that the advantages from their systems far outweighed the disadvantages.

Comparison of Costs of Manual vs. Computer-Assisted IEPs

Price and Goodman (1980) examined the costs associated with the development of IEPs. Seventy-five teachers recorded the time that they spent on IEP activities for 804 students. Teachers spent an average of six hours and twenty-six minutes on each IEP. This time cost $66.81 for the 1977-78 school year. Using the average salary paid to teachers in the Far West geographic region during 1981-82*, this cost was adjusted for inflation. Adjusting for inflation, the cost of writing an IEP for the 1981-82 school year based on the Price and Goodman study would be $100.12.

IEP Time and Costs

This study estimated the time expenditure and cost for several different types of placements, since the number of people involved can vary. Minimum costs were calculated for the average time reported by the usual persons involved in the assessment and the IEP meeting. Maximum costs were calculated by including the average time and cost of any additional personnel who are sometimes included. These average minimum and maximum times and costs for both manual and computer-constructed IEPs are summarized in Table 16.

Table 16
Summary of Time and Costs of IEP Development
by Meeting Type and Placement for Manual- and Computer-Constructed IEPs

	Manually-Constructed IEPs		Computer-Constructed IEPs	
	Time (Hrs)	Cost ($)	Time (Hrs)	Cost ($)
Initial Placement: DIS Service	2.3 - 4.2	$ 36.40 - $67.50	2.G - 4.2	$ 31.20 - $68.75
Initial Placement: Resource Specialist	5.5 - 9.0	96.41 - 150.75	4.8 - 8.7	80.23 - 115.85
Initial Placement: Special Day Class in District	14.2 - 29.7	252.76 - 493.10	16.6 - 30.9	295.63 - 518.36
Initial Placement: Special Day Class in Another Agency	24.0 - 37.0	431.20 - 646.80	25.6 - 38.5	446.68 - 663.15
Initial Placement: Special Day Class with Additional Meeting	27.3 - 41.8	483.20 - 722.97	28.9 - 43.2	499.46 - 740.10
Annual Review: All Placements	4.4 - 9.3	76.03 - 155.47	3.7 - 9.7	62.60 - 161.36

* Education Commission of the States (1982)

Time and cost estimates are dependent on type of initial placement. A placement in a Special Day Class (SDC) is much more expensive than a DIS service or Resource Specialist Program (RSP) placement. The cost estimate of Price and Goodman of $100.12 is too high for a DIS placement using either a manually or computer-constructed IEP. The Price and Goodman estimate is within the cost range for Resource Specialist Placement and the cost range of an annual review IEP for any program. But, the Price and Goodman estimate is too low by at least 150% for the initial Special Day Class placement.

Cost Savings--A further analysis of the computer-constructed and manually-constructed IEP costs reveals that:

- Up to 14% of the IEP costs in an initial Designated Instruction and Service placement can be saved using a computer-constructed IEP.
- 18% to 23% of the costs in an initial Resource Specialist Program placement can be saved by using a computer-constructed IEP.
- Up to 18% of the costs for an annual review can be saved when a computer-constructed IEP is used.
- There is a 2% to 4% cost increase for a computer-constructed IEP in an initial Special Day Class placement.

This study found an approximate cost savings of 10 to 20 percent for all IEP meetings except initial Special Day Class placements when a computer-constructed IEP was used. This means that the computer-assisted IEP is cost-efficient for initial placements in Resource Specialist Program and Designated Service and Instruction, and for most annual review meetings.

Only when the annual review involves additional personnel and assessments is the cost of the annual review meeting higher in those districts using computers. This higher maximum total cost figure was related to increased assessment time reported by psychologists and program specialists. This maximum cost would be appropriate for many three-year review meetings, but seldom for annual reviews.

Teacher Time Savings--Another analysis was made of the time used by just the special education teacher/specialist in the complete assessment and IEP meeting process using manual or computer-assisted IEP construction (see Table 17). The time differences for the total process using computer-assisted IEPs were less for all placements and review meetings except for the initial placements of the resource specialist. The resource specialist teachers using computer-constructed IEPs reported spending an average of 42 minutes more in initial placement assessment activities, and a corresponding decrease of 42 minutes in the actual meeting, with no difference overall between resource specialist teachers using manual or computer IEPs for initial placements.

Resource specialist and special day class teachers using computer-assisted IEPs spend more time in the assessment process and less time in the IEP meeting than do teachers using manually-constructed IEPs. This difference may be due to two factors. One reason is the use of an assessment team meeting to prepare the

proposed IEP--a step not used in the manual process. This step apparently results in shorter IEP meetings both for initial placements and annual review meetings. A second reason may be that more objectives are written in the computer-produced IEP and the selection of the proposed objectives occurs prior to the IEP meeting itself.

Because the total time and dollar maximums are greatly affected by the participation of many staff at IEP meetings, the reduction of IEP meeting time reported by those using computers is especially noteworthy. With the exception of the initial DIS placement, initial IEP meetings for placements in RSP and SDC were from 10 to 42 minutes less in districts using computers.

DIS specialists use less time overall for the initial IEP process, with the greatest time savings reported in the assessment phase and some increase in time at the IEP meeting.

Table 17
Comparison of Special Education Teacher/Specialist Time
Used in Assessment, IEP Meetings and Total,
With and Without Computer-Assisted IEPs

	Assessment			IEP Meeting			Total Minutes		
Meeting Type	Without Computer	With Computer	Computer IEP Dif.	Without Computer	With Computer	Computer IEP Dif.	Without Computer	With Computer	Computer IEP Dif.
Initial Placement									
DIS	120	90	-30	20	30	+10	140	120	-20
RSP	150	192	+42	89	47	-42	239	239	0
SDC	180	183	+ 3	70	60	-10	250	243	- 7
Annual Review									
ATT Teachers	151	139	-12	57	41	-16	208	180	-28

The greatest payoff from the use of computer-assisted IEPs comes from the reported savings in conducting annual review meetings. The total time for teachers to prepare for and conduct the annual review meetings is 28 minutes less than the time teachers reported in districts using manual IEPs. If this teacher time savings were expressed in dollars, there would be a cost savings of $3,640 for five hundred annual review meetings, with equivalent costs savings for higher numbers of students. If this theoretical savings could be spent, it would be sufficient to cover the costs (data entry, materials, equipment purchase and maintenance, and program purchase) if the larger expenses are amortized over several years. Districts with 2,000 students would have a theoretical savings of $14,560 each year. About half of this might be used for data entry, with the remainder covering program costs and materials.

This theoretical "savings" would be sufficient to cover all costs related to computer-assisted IEPs except the actual equipment costs. Unfortunately the saving is not recoverable in terms of dollars--but only in teacher recognition and gratitude.

Other studies have reported greater time savings for IEP development. Reporting on a specific computer-based IEP program (the CAMEO), Brown (1982) found a 50% decrease in time to develop an IEP. Lillie and Edwards (1982) claim that another program (the Unistar) saves 60% of the time teachers use for IEP

development. This study shows a time reduction for teachers at annual review IEP meetings of nearly 30 percent (28%). While this time savings is considerably less than reported in other studies, it is based upon a total of assessment and meeting time, not merely IEP development.

Paper Cost--The computer-constructed IEPs vary widely in the number of pages that are included in the IEP. The shortest IEP is three pages. The longest IEP ranges from eight to fifteen pages. The length of the IEP depends on how the objectives are selected and listed on the IEP. If the objectives are coded by the teacher and then printed by the computer, the IEP has few pages (see Simi Valley's IEP in Appendix F). If the computer prints a range of objectives, then the IEP can be quite lengthy (see Hesperia's IEP in Appendix F).

The lengtn of a computer-produced IEP can be shorter than the manually-produced IEP. But, for some systems, this is not the case.

The number of computerized copies of the IEP is the same as the number for manually-produced IEPs, as the same number of people need copies of the IEP.

No savings were found due to reduced use of paper. Just as many copies of the IEP were made. A savings due to length of the IEP was possible but not consistently found in practice.

Additional Computerized IEP Costs

The computerized IEP requires some initial set up costs. These costs are in four areas: (1) equipment cost, (2) program costs, (3) training costs, and (4) data entry staff.

Equipment Cost--The equipment costs can vary depending on what is already available. If a mainframe computer is available, then a terminal is needed to access the mainframe. Terminals can range from $2,000 to $18,000, depending on quality and independent functions.

For the microcomputer system, several pieces must be included--(1) a computer, (2) a printer, (3) two disk drives, and (4) a monitor. This equipment can range from $2,500 to $6,000, depending on the type of equipment. The equipment expenditure may not be necessary since many districts have microcomputer equipment available.

Program Cost--In addition, computer programs must be bought or developed. The programs developed for mainframes can be bought from public agencies for $2,000 to $5,000 and higher. If the program is written by in-house programmers the cost can be from four months up to a year of programmer time or approximately between $8,300 and $25,000.

Programs for microcomputers can vary in price and quality. These programs can rarely be modified, so they must be accepted "as is". These programs usually range in price from $250 to $500, and can cost up to $5,000.

Training Cost--Staff must be trained to develop IEPs using computer assistance. Program managers report that it takes between two and five hours to explain the computer IEP process to teachers. This would cost $31 to $78 for each teacher. The explanation of the computerized IEP process is usually included as part of the inservice for special education teachers.

Data Entry Cost--Data entry staff (rather than teachers) usually enter data into the computer. Training a data entry clerk usually takes one day. Data entry clerks may work on a part-time basis to enter IEP data, depending upon the number of students and the amount of data entered. Data entry is an ongoing cost which should be included in any cost estimate of an IEP system.

Analysis of Items Collected on Manual IEPs and Computer-Assisted IEPs

The Code of Federal Regulations, Part 121a, was reviewed to identify items to be included on the IEP. There are eight specific items mandated by the Code. An additional ten items are desirable to include on the IEP or other paperwork to document that certain due process requirements are met. Finally, three items are needed for State and/or Federal reports, and need to be available--although not necessarily on the IEP itself. For a listing of these IEP items and the matching code of Federal Regulations citations, see Appendix A.

Eight sets of IEP forms were analyzed to identify how closely the IEP forms matched with federal regulations. The IEP forms analyzed included IEPs from the four agencies included in the manual sample and IEPs from the four agencies included in the computerized IEP sample. (These IEP forms are included in Appendices D and F).

Table 18 records the analysis of the eight sets of IEPs. The computer-assisted IEPs contained all of the mandated items. The manual IEPs from three agencies contained all of the mandated items, but that of the fourth agency did not have all the mandated items.

Both the computer-assisted and the manual group included three-fourths of the items desirable on their IEP forms. The items considered to be "desirable" that were most frequently omitted were (1) the statement related to placement in the least restrictive environment and/or placement rationale, (2) and a statement specific to the student's eligibility or continuing eligibility. There also seemed to be some confusion of about whether both the parents' native language and the student's primary language must be identified--or if they are considered the same. Some IEP forms listed both student and parent language, while others only had the student or home language.

The disability and ethnic information needed for State and/or Federal reports was not always recorded on the IEPs, although birth date was found on every IEP.

While there were no differences overall between the manual and computer-assisted IEPs, the computer-assisted IEPs were found to be more explicit about the information they included, with specific statements regarding each item.

Table 18
IEP Items Mandated by Code of Federal Regulations, Desirable for Documentation of Due Process and Needed for State/Federal Reports Collected on Manual and Computer-Assisted IEPs

Requirement/Specific Item	Manual IEPs				Computer-Assisted IEPs			
	1	2	3	4	5	6	7	8
Mandated for IEP								
1. Present levels of performance	X		X	X	X	0	X	0
2. Annual goals	X	X	X	X	X	X	X	X
3. Short term objectives	X	X	X	X	X	0	X	X
4. Programs/services required	X	X	X	X	X	X	X	X
5. Extent of integration	X		X	X	X	X	X	X
6. Service initiation date	X	X	X	X	X	X	X	X
7. Service duration	X	X	X	X	X	X	X	X
8. Objective evaluation procedures	X	X	X	X	X	0	X	X
Desirable for Documentation of Due Process								
9. Meeting date	X	X	X	X	X	X	X	X
10. Persons in attendance	X	X	X	X	X	X	X	X
11. Parental consent/signature	X	X	X	X	X	X	X	X
12. Date of consent	X	X	X	X	X	0	X	X
13. Parents' native language		X		X		X	X	X
14. Pupil's primary language	X	X		X	X	X	X	X
15. Least restrictive environment/ placement rationale	X		X	X				
16. School of service		X	X	X		X	X	X
17. Eligibility	X	X					X	
18. Annual review date	X	X	X			X	X	X
Needed for State/Federal Reports								
19. Disability category	X	X				X	X	
20. Birthdate (age)	X	X	X	X	X	X	X	X
21. Ethnicity	X					X		
Total items, all Requirements	19	17	16	17	14	19	19	17

X Category included on form.
0 Included on IEP but not on computerized part of IEP.

Analysis of Computer-Assisted IEP Programs

The first section of Phase Four analyzed and compared the findings from the study of computer-assisted and non-computer-assisted agencies within California. The second section of Phase Four analyzes the current practices in California and in other states to produce special education IEPs with computer assistence.

Study Limitations

This research study was originally designed to gather information on California practices in IEP construction. It was only as few systems were found in use in California that a search was undertaken to identify systems developed outside of California. Information on identified systems was requested from identified vendors. In some cases the descriptive information was merely a publicity flyer; in other cases fairly comprehensive information was provided with sample IEPs and guides. The study analyzed each of these systems from the information provided. The comparisons that follows for thirty systems not in use in California are based upon this written analysis, not on firsthand knowledge.

Overview

Computer-assisted IEP programs can be classified under one of four headings, depending upon the amount of information included and upon how the program operates. The type of equipment used is not a major concern, as programs are available for both large and small computers in every classification. The four classifications are:

- complete IEP with teacher-selected objectives
- complete IEP with program-selected objectives
- partial IEP with teacher-selected objectives
- partial IEP with student information

Each of these classifications is described below, and programs are identified by name under each classification. A complete description of each program is provided in Appendix E (arranged in alphabetical order). A table providing some comparative information on all of these programs is given on page 33, Table 9.

Complete IEP with Teacher-Selected Objectives

- Brigance Inventory of Basic Skills (Curriculum Associates)
- Child-Based Information System (Central Susquehanna)
- Computer-Assisted IEP System (Worcester County)
- Computer-Assisted Curriculum (Fairfax Schools)
- Computer-Managed Special Education System (A. U. Software)
- Computerized IEP System (CK Associates)

- Curriculum Management System (Learning Tools)
- IEP/Progress Report (Learning Systems)
- Individual Education Performance System (Educom)
- Modularized Student Management System (Education Turnkey)
- Simi Valley Pre-IEP and IEP Program (Simi Valley)
- Special Education Information Management System (Boston)
- Special Education IEP System (Control Data)
- Student Information Report and Behavioral Objectives Plan (Ex-Ed System)

Coded Programs--Within these "complete" teacher-selected objectives programs, there are differences in the amount of information which may be pre-coded to appear on the proposed IEP in complete sentences/phrases. For example, the Simi Valley Pre-IEP system allows for coding such information as "anticipated placement duration" with a one-digit number; the IEP prints out a phrase such as "one semester," "one year," or "until age 21." Similarly, by entering a coded number, the IEP will print out a statement related to the alternative modes or differential standards which can be used on one of the (code-specified) proficiency exams. This ability of a computer program to "translate" coded information into words, phrases and sentences can result in considerable time savings for those who are familiar with the program. Within California, the Simi Valley program is the only teacher-selected-objectives system in use at this time which includes a large quantity of coded information. The program developed by Placentia provides for some coded information, but other sections provide headings and lines for hand-entry.

Semi-coded Programs--Other programs, which do not include as much provision for coded information, may include the sections for information with a heading such as "Anticipated Placement is:" and then provide a line on which the information is to be entered, just as it would be on a non-computer pre-printed form. Such programs may include all of the necessary items for a complete IEP, but will not necessarily show a cost-savings in terms of the time required for writing an IEP.

An example of a semi-coded IEP program used in California is that of Placentia. This program supplies some computer-printed lines for information which needs to be added at the IEP meeting. Examples of such information are "Present level of performance" and "Participation in regular education."

A disadvantage of coded programs is thought by some to be the use of "canned" information, although others would say that coded systems provide more consistency and are more easily understood. An advantage of a coded program is that less time is spent during the IEP meeting on writing routine or repetitive information.

Complete IEPs provide either coded entry or blank lines for fill-in of all information thought to be necessary in an IEP. Users agree that the necessary information is more apt to be included on an IEP when the form includes an appropriate heading for that information.

Complete IEP with Program-Selected Objectives

Some programs which produce a complete IEP were analyzed separately because of a major difference in how the objectives to be pre-printed are selected. Rather than having the teacher select by code number the objectives to be presented in the proposed IEP, these programs identify objectives to include based upon test score information or on actual test item data.

Programs which select objectives for the IEP based upon program specifications include:

- Michigan Teacher Support System (Macomb Intermediate District)
- Programming for Individual Education (Green Valley Educational Agency)
- Project IEP (Evans-Newton)
- Unistar I Pre-IEP (Microsystems)

The program being piloted in Hesperia, California, fits into the category of program-selected objectives. Their program, the Unistar I Pre-IEP (by Microsystems), uses the discrepancy between ability and achievement to identify goal areas, and achievement test scores to identify a number of objectives at the appropriate level.

Partial IEP with Teacher-Selected Objectives

These programs produce a listing of curriculum objectives, which may or may not be based upon specific test information, and which can be used as part of a special education student's IEP--but not the full set of paperwork. Because many of these programs do not include other types of administrative or student information, they are limited in their use as management information programs.

Programs which allow teachers to select objectives, but which do not print a complete IEP, include these eight systems:

- IEP Clerk (Braxton County)
- Instructional Management System (CITH)
- Management and Assessment (Allegheny Intermediate Unit)
- Modularized Educational Achievement Description--MEAD (Oakland, Mich.)
- Orbit II (Montgomery County)
- Project Perform (Ingham Intermediate)
- Project RECIPE (Florida)
- Georgia Learning Resources System (Atlanta)

Partial IEP with Student Information

A final set of five programs provides management information systems adapted for special education use. These provide the face page for an IEP (containing identifying data and possible current program information), but they do not include specific objectives for selection or pre-printing. Such programs include:

- Special Education File (Anderson Software)
- PRISM (Psychological Corporation)
- CAMEO (Multnomah County)
- SERVE (Educational Research Consultants)
- Special Education Management System (Sysdata)

Within California a number of agencies have developed, purchased or adapted management information systems to provide them with a face sheet for the IEP as well as student information for management purposes. Such programs include those used in Marin County (discussed in Phase Three of this report) and systems such as those used in Tulare, Sacramento City and a number of other agencies. Some of these programs contain information about the goal or objective areas, although they do not contain complete behavioral objectives. A list of California agencies producing partial IEPs with student information is presented in Table 8, on page 30.

Summary

Parent and teacher attitudes toward using computers to assist in preparing IEPs are quite positive. These positive attitudes are found in agencies which are now using computers and those which are not.

Teachers perceive that using computers to produce IEPs saves time. This belief is supported by the findings of this study. Time savings vary for different types of placements and for annual review meetings. Special education teachers can save an average of 28 minutes at each annual review meeting, and find varying savings in time for initial placement meetings.

When these time savings are measured in dollars, up to 18 percent of the total costs for annual review meetings can be saved when computers assist in IEP preparation. Costs for initial placement meetings vary with the type of placement being considered, and greatest savings are noted for students placed in Designated Instruction and Services and in Resource Specialist Program (the most frequent placements), with possibly slight increases in costs for Special Day Class placements.

Sample IEPs were found to include all of the items mandated by the Code of Federal Regulations, and a majority of the items thought to be desirable.

A number of IEP computer programs have been developed by commercial and educational agencies. These programs may print part or all of a special education IEP. These programs differ in the amount of IEP information covered in the printed document, and in the way in which student instructional objectives (if included) are selected. Other program differences affect the amount of control a special education director has over the actual information contained in the IEP form, and in the types of management reports available. IEP programs are available from commercial companies and from educational agencies. Costs of the programs vary greatly, from a low of $99 to a high of $9,995.

The mainframe computer systems in California which provide most of the major IEP functions are the systems at Simi Valley Unified and Northeast Orange County SELPA. The microcomputer system used in Hesperia has the potential to provide many of the major functions. The microcomputer system in Marin handles the IEP facesheet and administrative reports.

PHASE 5 - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

PHASE FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

This phase of the report includes a summary of the benefits and possible problems related to the use of computers in the IEP process. Information on available programs is also summarized. This summary information is followed by the conclusions reached as a result of this study. Finally, recommendations are made for special education directors and for the State Department of Education.

Benefits of Using Computer-Assisted IEPs

The computer-constructed IEP can provide many benefits to staff, parents, and administrators.

Staff Cost Savings--A computer-assisted IEP can save 14 to 23% of cost used to construct the IEP for Designated Instruction and Services and Resource Specialist Program placements. Staff cost savings of up to 18% can be realized for annual review IEPs. Annual review meetings are shorter by an average of 28 minutes.

Better Written IEPs--More time is spent in assessment and planning for computer-assisted IEPs. The IEP is easier to read and better organized. More objectives are included on the computer-assisted IEP. Computer-assisted IEPs contain both mandated and desirable items. Administrators report fewer fair hearings when using computer-constructed IEPs.

Specific Benefits to Parents--Parents and teachers have a cooperative attitude when constructing the IEP. Parents are informally contacted more frequently prior to the IEP meeting with computer-assisted IEPs. Parents value the more frequent and personal communication. Parents rely heavily on teacher conversation and data to make educational decisions.

The computer-assisted IEP is more legible than the handwritten IEP. The language is clear and understandable. The parent likes the more readable computer-printed form and perceives the IEP process as being conducted more professionally.

The parent spends less time in the IEP meeting. Since the proposed IEP document is prepared prior to the team meeting, little writing is required during the IEP meeting. The proposed IEP can be quickly and simply amended, saving up to twenty-eight minutes of meeting time.

Positive Parent Acceptance of Computer-Assisted IEPs--Parents have a positive attitude toward the computer-assisted IEP. Over ninety percent of the parents approve of using the computer to assist in the construction of the IEP. Parents suggest that computers should complete the paperwork and teachers should teach. Parents think most of the IEP paperwork can be completed prior to the team meeting, although parents should be involved in making additions or deletions from the IEP.

Greater Instructional Use--A large proportion of the teachers find that computer-assisted IEPs are useful in planning the most appropriate education for each student. The IEP is a guide for making decisions regarding the education of the child. Using a computer makes IEP planning more efficient. Student data is not recopied by teachers, but is simply recalled and printed by the computer. Objectives are not recreated for every IEP. Objectives are stored in a hierarchy and quickly recalled and printed. Annual review meetings are prompted by the computer. Computer-produced class lists are readily available.

Better Time Monitoring of Due Process for Administrators--Administrators see the computer-assisted IEP as more than a way to speed the process. Administrators value other functions that may go with the computer-assisted IEP. The computer can manage the IEP timeline to make sure IEPs are constructed in a timely manner. The IEP can store IEP data for historical purposes. This IEP data can be retrieved when dealing with fair hearings or parent complaints. Management reports such as state counts can quickly be compiled. Management of curriculum objectives is also possible using computer summaries of the IEP data.

Confidentiality Maintained--Both mainframe and microcomputers can be secured. Most mainframe systems are secure for two reasons: (1) trained school personnel are the only people with access to terminals and (2) entry to the IEP data requires several access codes. Microcomputer systems can be locked in a room. Computer disks containing IEP data can be locked in file drawers. Parents, teachers and administrators do not perceive a threat to confidentiality from use of computers.

Possible Problems With Computer-Assisted IEPs

There are some problems associated with implementing a computer-assisted IEP system. Less than ten percent of parents, teachers and managers interviewed perceive these problems to be of major consequence. These possible problems are as follows:

Initial Computer Costs--Computer equipment must be purchased, if not available in the agency; or, if the equipment is available, additional materials must be purchased to complete the hardware.

The most cost effective way to implement a computer-assisted IEP system is to use equipment already available and to buy the computer programs.

Confusing a "Proposed" IEP With a Rigid, Unchangable IEP--The construction of the IEP prior to the IEP meeting can be seen as producing "canned" IEPs. Parents and teachers should be informed that the IEP can be changed at the IEP meeting. If objectives appropriate to the child do not exist in the IEP objectives list, then handwritten objectives may be included. If these two conditions are met, few parents or teachers object to the computer-assisted IEP.

Data Entry Costs--There are additional continuing costs due to data entry. This function must be assigned to a clerk. The clerk must be trained to input the data as well as check the accuracy of the data. This extra cost will be more than repaid for by the savings enjoyed by teachers

Altering the Manual IEP System--The manual IEP construction process must be changed to accommodate data input and time for the IEP to be printed. Changes in the manual IEP construction process can often be implemented prior to using the computerized IEP. This can lessen the impact of change on staff and parents. In any case, staff report no major change to adjust to a computer-assisted IEP.

Availability of IEP Computer Programs

Purchased IEP Programs Cost Less--IEP computer programs are necessary. If the programs available do not meet requirements, programmers must be hired to write an IEP computer program.

Available IEP Programs Can Perform Different Functions--IEP programs can serve as a way to put information into a management information system (MIS). Usually, most of the information from the student data portion of the IEP is entered into the IEP program. This kind of IEP program uses the student data to create management reports. Student data are used to complete the face sheet of the IEP. Class lists are usually available.

Another function of IEP programs is to select and print a range of objectives for consideration at an IEP team meeting. The selection may be based on assessment data such as test scores and standardized checklists or on appropriate objectives selected by the teacher.

Conclusions

As a result of this study, the investigators conclude that using computers is both effective and efficient in producing computer-assisted special education IEPs. Computer-assisted IEPs are viewed by those involved in the IEP process--parents, teachers and administrators--as a definite help in reducing paperwork time. This perception is supported by the finding of substantial time-savings in the annual review process.

A computer-constructed IEP offers the following benefits:

- staff time savings
- better written IEPs that
  - -provide better assessment information
  - -are easier to read
  - -contain more objectives
  - -conform to mandates
  - -produce fewer fair hearings
- specific benefits to parents due to
  - -greater frequency of parent-teacher contact
  - -more legible IEPs
  - -less unnecessary time spent in IEP meetings
- positive parent acceptance of computerized IEPs
- greater instructional use by teachers and parents
- better time monitoring of due process for administrators
- confidentiality maintained

The computerization of the IEP has few specific problems. These problems were mentioned by a very few of those interviewed, and are considered by the investigators to be overcome in most cases by the benefits of computer-assisted IEPs. The problems noted by some are:

- initial computer costs (if equipment is used only for special education)
- confusing a "proposed" IEP with a rigid, unchangable IEP
- data entry costs
- altering the manual IEP system

In the analysis of available computer IEP programs, the investigators conclude:

- purchased IEP programs cost less than individually-developed programs
- available IEP programs can perform different functions

The investigators believe that directors who carefully assess their present IEP construction process, choose an IEP computer program which provides them with the appropriate IEP and managerial functions, and who prepare their staff adequately for the change will find the use of computers in preparing IEPs both cost-effective and beneficial, with few problems.

Recommendations

Recommendations to Special Education Local Planning Agency Administrators

- Review current IEP forms to ensure compliance with State and Federal regulations and documentation of due process and for necessary report information.
- Consider ways to simplify current IEP forms through additional heading descriptive information with boxes to check, or other ways to minimize teacher writing time.
- Investigate alternate procedures for minimizing the extra expense of personnel and time when students are placed outside of their home district.
- Consider the possible benefits of having guides to IEP objectives for teachers to use in pre-selecting possible objectives to include in the IEP.
- Monitor the amount of assessment used in annual review meetings that are not three-year reviews to minimize staff time used in routine assessments.
- Use computerized management information systems to pre-print the initial page or "face sheet" of the IEP.
- Gather information on possible uses for computers in special education instruction, management and IEP development.
- Gradually introduce changes that may lead to computer-assisted IEPs in the future.
- Undertake local surveys to determine current parent and teacher perceptions regarding the use of computers to assist in IEP development.
- Consider the benefits and disadvantages to using computers in the IEP process, and determine the computer equipment that is already available in your agency.

Recommendations to the Department of Education

- Develop guidelines related to computer-assisted IEPs. These guidelines might include use of qualifying words for pre-printed IEPs (proposed or pre-IEP), notification of parents to ensure full involvement, and other staff considerations to ensure proper due process.
- Encourage the use of computers to assist in IEP preparation because of the benefits such as time savings, better written IEPs, positive acceptance, greater instructional use, ability to monitor due process.
- Establish a strategically placed reference center within California for use by special education administrators who wish to view and try out some of the programs for computer-assisted IEPs.
- Provide suggestions for management of the IEP process when more than one agency level is involved. Placements outside of a single district continue to be a major IEP problem, increasing the time and cost requirements for placements by several hundred dollars per student.
- Recognize the changing climate for use of computers, and promote the development and use of various types of computer-assisted IEPs to reduce the paperwork burden still carried by most special education teachers.

APPENDIX A

LEGAL REFERENCES

IEP Items Mandated by the Code of Federal Regulations,
Desirable for Documentation of Due Process of
Needed for State/Federal Reports

	Code of Federal Regulations Part 121a
Mandated for IEP	
1. Present levels of performance	346 (a)
2. Annual goals	346 (b)
3. Short term objectives	346 (b)
4. Programs/services required	346 (c)
5. Extent of integration	346 (c)
6. Service initiation date	346 (d)
7. Service duration	346 (d)
8. Objective evaluation procedures	346 (e)
Desirable for Documentation of Due Process	
9. Meeting date	342 (b, 2)
10. Persons in attendance	344 (a, b)
11. Parental consent/signature	504 (b, ii)
12. Date of consent	504 (b, ii)
13. Parents' native language	505 (b, 2; e)
14. Pupil's primary language	532 (a, 1)
15. Least restrictive environment/placement rationale	533 (a, 4); 552
16. School of service	552 (a, 3)
17. Eligibility	533 (b)
18. Annual review date	552 (a, 1)
Needed for State/Federal Reports	
19. Disability category	124
20. Birthdate (age)	124
21. Ethnicity	530 (b)
Additional items from California Education Code to include when appropriate:	
22. Vocational education	
23. Secondary proficiency/graduation	
24. Linguistically-appropriate	
25. Extended school year	
26. Transition to regular program	
27. Specialized services	

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
Child Data			124 [Child data] (a) The data required by paragraphs (a), (b) and (c) of this section must be provided. (1) For each disability category (except for children aged birth through two), and (2) For each of the following age ranges: birth through two, three through five, six through seventeen, and eighteen through twenty-one.
Team meetings	56340 Each district, special education services region, or county office shall initiate and conduct meetings for the purposes of developing, reviewing, and revising the individualized education program of each individual with exceptional needs.	3001(b) "Appropriate education," as in 'free, appropriate, public education,' is an educational program and related service(s) as determined on an individual basis which meets the unique needs of each individual with exceptional needs. Such an educational program and related service(s) shall be based on goals and objectives as specified in an individualized education program and determined through the process of assessment and IEP planning in compliance with state and federal laws and regulations. Such an educational program shall provide the equal opportunity for each individual with exceptional needs to achieve his or her full potential, commensurate with the opportunity provided to other pupils.	344 Participants in meetings. (a) General. The public agency shall insure that each meeting includes the following participants: (1) A representative of the public agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education. (2) The child's teacher. (3) One or both of the child's parents, subject to 121a.345. (4) The child, where appropriate. (5) Other individuals at the discretion of the parent or agency.
•IEP team participants	56341 (a) Each meeting to develop, review, or revise the individualized education program of an individual with exceptional needs, shall be conducted by an individualized education program team. (b) The individualized education program team shall include, but not be limited to, all the following:		
-Administrative representative	(1) A representative other than the pupil's teacher designated by administration who may be an administrator, program specialist, or other specialist who is knowledgeable of program options appropriate for the pupil and who is qualified to provide, or supervise the provision of, special education.		

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
-Teacher	(2) The pupil's present teacher. If the pupil does not presently have a teacher, a regular classroom teacher referring the pupil, or a special education teacher qualified to teach a pupil of his or her age.		
-Parents	(3) One or both of the pupil's parents, a representative selected by the parent, or both, pursuant to Public Law 94-142.		345 Parent participation (a) Each public agency shall take steps to insure that one or both of the parents of the handicapped child are present at each meeting or are afforded the opportunity to participate, including: (1) Notifying parents of the meeting early enough to insure that they will have an opportunity to attend; and (2) Scheduling the meeting at a mutually agreed on time and place. (b) The notice under paragraph (a)(1) of this section must indicate the purpose, time, and location of the meeting, and who will be in attendance. (c) If neither parent can attend, the public agency shall use other methods to insure parent participation, including individual or conference telephone calls. (d) A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the public agency must have a record of its attempts to arrange a mutually agreed on time and place such as; (1) Detailed records of telephone calls made or attempted and the results of those calls. (2) Copies of correspondence sent to the parents and any responses received, and
-Student	(4) When appropriate, the team shall also include: (A) The individual with exceptional needs. (B) Other individuals, at the discretion of the parent, district, special education services region, or county office.		

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
			(3) Detailed records of visits made to the parent's home or place of employment and the results of those visits. (e) The public agency shall take whatever action is necessary to insure that the parent understands the proceedings at a meeting, including arranging for an interpreter for parents who are deaf or whose native language is other than English. (f) The public agency shall give the parent, on request, a copy of the individualized education program.
-Assessment	(c) If the team is developing, reviewing, or revising the individualized education program of an individual with exceptional needs who has been assessed for the purpose of that individualized education program, the district, special education services region, or county office shall ensure that a person is present at the meeting who has conducted an assessment of the pupil or who is knowledgeable about the assessment procedures used to assess the pupil and is familiar with the results of the assessment. Such person shall be qualified to interpret the results if the results or recommendations, based on such assessment, are significant to the development of the pupil's individualized education program and subsequent placement.	3023 Assessment (a) In addition to provisions of Education Code Section 56320, assessments shall be administered by qualified personnel who are competent in both the oral and written skills of the individual's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the pupil. If it clearly is not feasible to do so, an interpreter must be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. (b) The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a handicapping condition.	344(b) Evaluation personnel. For a handicapped child who has been evaluated for the first time, the public agency shall insure: (1) That a member of the evaluation team participates in the meeting; or (2) That the representative of the public agency, the child's teacher, or some other person is present at the meeting who is knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluation.

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
-Specific learning disabilities	(d) For pupils with suspected learning disabilities or behavior disorders, at least one member of the individualized education program team, other than the pupil's regular teacher, shall be a person who has observed the pupil's educational performance in an appropriate setting. If the child is younger than four years and nine months or is not enrolled in a school, a team member shall observe the child in an environment appropriate for a child of that age.		540 Additional Team Members. In evaluating a child suspected of having a specific learning disability, in addition to the requirements of 121a.532, each public agency shall include on the multidisciplinary evaluation team: (a)(1) The child's regular teacher; or (2) If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or (3) For a child of less than school age, an individual qualified by the State educational agency to teach a child of his or her age; and (b) At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.
-Parent participation	(e) The parent shall have the right to present information to the individualized education program team in person or through a representative and the right to participate in meetings relating to eligibility for special education and related services, recommendations, and program planning.		
-Responsibilities	56342 The individualized education program team shall review the assessment results, determine eligibility, determine the content of the individualized education program, and make program placement recommendations.		
-Meetings	56343 An individualized education program team shall meet whenever any of the following occur:		
-Initial	(a) A pupil has received a formal assessment.		
-Change	(b) The pupil's placement instruction, services, or any combination thereof, as specified in the individualized educational program, is to be developed, changed or terminated.		

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
-Progress	(c) The pupil demonstrates a lack of anticipated progress.		
-Request	(d) The parent requests a meeting to develop, review, or revise the individualized education program.		
-Annual Review	(e) At least annually, to review the pupil's progress, the individualized education program, and the appropriateness of placement, and to make any necessary revisions. 56380(a) The district, special education services region, or county office shall maintain procedures for conducting, on at least an annual basis, reviews of all individualized education programs. The procedures shall provide for the review of all pupil's progress and the appropriateness of placement, and the making of any necessary revisions.	3068 Annual Review of Individualized Education Program Review of the pupil's individualized education program shall be conducted at least annually by the public education agency. The public education agency shall ensure that review schedules are specified in the individualized education program and contract for the pupil. An elementary school district shall notify a high school district of all pupils placed in nonpublic school or agency programs prior to the annual review of the individualized education program for each pupil who may transfer to the high school district.	343(d) Review. Each public agency shall initiate and conduct meetings to periodically review each child's individualized education program and if appropriate revise its provisions. A meeting must be held for this purpose at least once a year.
-50 days	56344 An individualized education program shall be developed within a total time not to exceed 50 days, not counting days in July and August, from the date of receipt of the parent's written consent for assessment, unless the parent agrees, in writing, to an extension. However, an individualized education program shall be developed within 30 days after the commencement of the subsequent regular school year for each pupil for whom a referral has been made 20 days or less prior to the end of the regular school year.		

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
IEP Contents	56345(a) The individualized education program is a written statement determined in a meeting of the individualized education program team and shall include, but not be limited to, all of the following:		340 As used in this part, the term "individualized education program" means a written statement for a handicapped child that is developed and implemented in accordance with §§121a.341-121a.349. 346 Content of individualized education program. The individualized education program for each child must include:
•Present performance	(1) The present levels of the pupil's educational performance.		(a) A statement of the child's present levels of educational performance;
•Annual goals	(2) The annual goals, including short-term instructional objectives.		(b) A statement of annual goals, including short term instructional objectives;
•Specific service	(3) The specific special educational instruction and services required by the pupil.		(c) A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs;
•Regular participation	(4) The extent to which the pupil will be able to participate in regular educational programs.		
•Initiation-duration	(5) The projected date for initiation and the anticipated duration of such programs and services.		(d) The projected dates for initiation of services and the anticipated duration of the services; and
•Achievement criteria	(6) Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.		(e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
. Other areas	(b) When appropriate, the individualized education program shall also include, but not be limited to, all of the following: (1) For secondary grade level pupils, specially designed vocational education and career, development, with emphasis on vocational training and preparation for remunerative employment, additional vocational training, or additional career development opportunities, as appropriate. (2) For secondary grade level pupils, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, in accordance with Section 51225.		
-Primary language	(3) For individuals whose primary language is other than English, linguistically appropriate goals, objectives, programs and services.	3043 Extended School Year Special Education and related services shall be provided on an extended year basis for each individual with exceptional needs who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have handicaps which are likely to continue indefinitely or for a prolonged period, or interruption of the pupil's educational programming may cause regression, and coupled with limited recoupment capacity render it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his of her handicapping condition. The lack	
-Extended year	(4) Extended school year services when needed, as determined by the individualized education program team.		
-Transition to regular class	(5) Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the school day.		

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
		of clear evidence of such factors may not be used to deny an individual an extended school year program if the Individualized Education Program Team determines the need for such a program and includes extended school year in the individualized education program pursuant to subsection (f). (f) An extended year program, when needed, as determined by the Individualized Education Program team, shall be included in the pupil's individualized education program.	
-Placement is least restrictive			533(a,4) Insure that the placement decision is made in conformity with the least restrictive environment rules in §§ 121a.550-121a.554. 552 Each public agency shall insure that: (a) Each handicapped child's educational placement: (1) is determined at least annually, (2) is based on his or her individualized education program, and (3) is as close as possible to the child's home. (c) Unless a handicapped child's individualized education program requires some other arrangement, the child is educated in the school which he or she would attend if not handicapped, and (d) In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she needs.

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
. Parental consent	56346 Information and Consent No pupil shall be required to participate in all or part of any special education program unless the parent is first informed, in writing, of the facts which make participation in the program necessary or desirable, and of the contents of the individualized education plan, and after such notice, consents, in writing, to all or part of the individualized education program. If the parent does not consent to all the components of the individualized education program then those components of the program to which the parent has consented may be implemented so as not to delay providing instruction and services to the pupil. Components to which the parent has not consented may become the basis for a due process hearing pursuant to Chapter 5 (commending with Section 56500). The parent may withdraw consent at any time after consultation with a member of the individualized education program team and after he or she has submitted written notification to an administrator.		504 (b) Consent (1) Parental consent must be obtained before: (ii) Initial placement of a handicapped child in a program providing special education and related services. 500 As used in this part: "Consent" means that (a) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication; (b) The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) which will be released and to whom; and (c) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
. Implementation		3040 (a) Upon completion of the individualized education program, that individualized education program shall be implemented as soon as possible following the individualized education program team meeting.	342 (b) An individualized education program must: (1) Be in effect before special education and related services are provided to a child; and (2) Be implemented as soon as possible following the meeting under §121a.343.

General Topic	Education Code	California Administrative Code	Code of Federal Regulations
. IEP copies	56347 Copies of individual Education Program Each district, special education service region, or county office shall, prior to the placement of the individual with exceptional needs, ensure provision of a copy of his or her individualized education program to the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs. Copies of the individualized education program shall be provided in accordance with state and federal pupil record confidentiality laws.	3040 (b) A copy of the individualized education program shall be provided to the parents at no cost, and a copy of the individualized education program shall be provided in the primary language at the request of the parent.	

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APPENDIX B

INTERVIEW QUESTIONNAIRES

PARENT QUESTIONNAIRE

According to State and Federal mandates, each special education student must have an Individual Education Plan (IEP) constructed. This plan is constructed in cooperation with the parents. My questions will center around the team meeting with school personnel in which the plan for your child was constructed.

1. How were you notified that the meeting was to take place?

☐ phone ☐ letter ☐ computerized letter ☐ note

2. Often we receive letters which have been printed by computer. Would you object to receiving such a letter?

☐ Yes ☐ No

3. Do you recall who attended the meeting?

☐ principal ☐ teacher ☐ special education teacher

4. What were some of the major things that were discussed at the meeting?

☐ test scores ☐ child's handicap ☐ goals ☐ objectives

5. It takes approximately 3-12 hours to test and place a student with a minor problem such as speech therapy and can range from 12-25 hours for a severely handicapped student. Do you feel the amount of this time expenditure to test and place the student has helped assure the most appropriate education for your child?

6. Do you feel that the present process of a team meeting was helpful in assuring the most appropriate education for your child?

7. What parts of the meeting were useful for you in understanding the needs of your child and then deciding what your child's educational program should be?

8. The meeting was documented by paperwork called the Individual Education Plan (IEP). Have these documents been useful for your reference? How?

9. (Show example) The computer can be used to preprint much of the data on the IEP. It can also be used in a meeting to record decisions or as a help in selecting objectives. Would you object to these uses of the computer?

10. What parts do you feel should not be computerized?

11. If some objectives were preselected prior to the meeting for discussion, would you feel as involved in the decision making process?

12. When did you receive your copy of the IEP?

TEACHER QUESTIONNAIRE

Introduction

My district, the San Juan Unified School District, has been funded by the California State Department of Education to investigate the feasibility of using a computer to speed the writing of the IEP. In this phase of the project we are assessing the typical IEP to determine the approximate costs. The two major types of IEP construction are the annual review and new placement. Please separate these types when possible and give a separate estimate.

1. What is your position?

2. Please give the order of the following events (show the card). Is this list complete? Which events take place inside the IEP team meeting? Please give a brief description of each event.

I.E.P. Meeting	Order	
_____	_____	Referral of the student
_____	_____	Assessment of the student
_____	_____	Reporting the assessment findings
_____	_____	Determination of eligibility

I.E.P. Meeting	Order	
_____	_____	Selection of goals
_____	_____	Determination of placement
_____	_____	Consent to placement

2. Please describe the usual timeline for these events. (How many days between each?)

3. Now we wish to obtain data to determine the approximate cost of writing and IEP. Please include the paperwork time with the process time.

Title _____	Not Used	Likely Time 0=Initial P				X=Annual R				Other
Referral (min.)	____	5	10	15	20	30	40	50	60	____
Assessment (hrs.)	____	0.5	1	1.5	2	3	4	5	6	____
Notice of team meeting (hrs.)	____	0.5	1	1.5	2	3	4	5	6	____

Title _____	Not Used	Likely Time O=Initial P				X=Annual R				Other
Reporting of assessment (min.)	____	5	10	15	20	30	40	50	60	____
Determination of eligibility (min.)	____	5	10	15	20	30	40	50	60	____
Selection of goals (min.)	____	5	10	15	20	30	40	50	60	____
Determination of placement (min.)	____	5	10	15	20	30	40	50	60	____
Consent to placement (min.)	____	5	10	15	20	30	40	50	60	____
Other		5	10	15	20	30	40	50	60	____

...So the total time in team meeting for annual review is _____ (sum X time) and for the initial placement is _____ (sum circled time).

4. What people are usually involved in each event (show the card with people listed.

O = Initial Placement
X = Annual Review

	Parent	Reg. Teacher	SDC Teacher	RSP Teacher	Principal or Designate	Psychologist	DIS Spec.	Nurse	Counselor	Program Specialist
Referral										
Assessment										
Notice of Meeting										
Reporting Assmt. Findings										
Eligibility										
Selection of Goals										
Selection of Objectives										
Determination of Placement										
Consent to Placement										
Other										

5. Do you feel that the present documentation in special education is useful in planning the most appropriate education for each child?

☐ Yes ☐ Not in all cases ☐ No

(Probe based on an answer.)

6. What parts of the paperwork/process are useful for daily instruction? Why?

☐ Referral ☐ Assessment ☐ Placement

☐ IEP Goal ☐ IEP Objectives ☐ No parts

☐ Other _____

7. What use are the other parts? Who uses them? For what purposes?

8. Which of these pages or parts of pages are completed for the usual IEP? (Show paperwork.) Of which documents are multiple copies made?

9. How frequently has your paperwork been changed?

10. (Show example) The computer can be used to preprint much of the data on the IEP. It also can be used in a meeting to record decisions or as a help in selecting objectives. Would you object to these uses of the computer?

11. What parts of the IEP paperwork should not be computerized? Why?

12. What advantages would a computer-assisted construction of the IEP have? Disadvantages?

MANAGEMENT QUESTIONNAIRE

Introduction

My district, the San Juan Unified School District, has been funded by the California State Department of Education to investigate the feasibility of using a computer to speed the writing of the IEP. In this phase of the project we are assessing the typical IEP to determine the approximate costs. The two major types of IEP construction are the annual review and new placement. Please separate these types when possible and give a separate estimate.

1. What is your position?

2. Please give the order of the following events (show the card). Is this list complete? Which events take place inside the IEP team meeting? Please give a brief description of each event.

I.E.P. Meeting	Order	
_____	_____	Referral of the student
_____	_____	Assessment of the student
_____	_____	Reporting the assessment findings
_____	_____	Determination of eligibility

I.E.P. Meeting	Order	
_____	_____	Selection of goals
_____	_____	Determination of placement
_____	_____	Consent to placement

2. Please describe the usual timeline for these events. (How many days between each?)

3. Now we wish to obtain data to determine the approximate cost of writing and IEP. Please include the paperwork time with the process time.

Title _____	Not Used	Likely Time O=Initial P				X=Annual R				Other
Referral (min.)	____	5	10	15	20	30	40	50	60	____
Assessment (hrs.)	____	0.5	1	1.5	2	3	4	5	6	____
Notice of team meeting (hrs.)	____	0.5	1	1.5	2	3	4	5	6	____

Title _____	Not Used	Likely Time O=Initial P					X=Annual R			Other
Reporting of assessment (min.)	____	5	10	15	20	30	40	50	60	____
Determination of eligibility (min.)	____	5	10	15	20	30	40	50	60	____
Selection of goals (min.)	____	5	10	15	20	30	40	50	60	____
Determination of placement (min.)	____	5	10	15	20	30	40	50	60	____
Consent to placement (min.)	____	5	10	15	20	30	40	50	60	____
Other		5	10	15	20	30	40	50	60	____

...So the total time in team meeting for annual review is _____ (sum X time) and for the initial placement is _____ (sum circled time).

4. What people are usually involved in each event (show the card with people listed.

O = Initial Placement
X = Annual Review

	Parent	Reg. Teacher	SDC Teacher	RSP Teacher	Principal or Designate	Psychologist	DIS Spec.	Nurse	Counselor	Program Specialist
Referral										
Assessment										
Notice of Meeting										
Reporting Assmt. Findings										
Eligibility										
Selection of Goals										
Selection of Objectives										
Determination of Placement										
Consent to Placement										
Other										

5. Do you feel that the present documentation in special education is useful in planning the most appropriate education for each child?

☐ Yes ☐ Not in all cases ☐ No

(Probe based on an answer.)

6. What parts of the paperwork/process are useful for daily instruction? Why?

☐ Referral ☐ Assessment ☐ Placement

☐ IEP Goal ☐ IEP Objectives ☐ No parts

☐ Other _____

7. What use are the other parts? Who uses them? For what purposes?

8. Which of these pages or parts of pages are completed for the usual IEP? (Show paperwork.) Of which documents are multiple copies made?

9. How frequently has your paperwork been changed?

10. (Show example) The computer can be used to preprint much of the data on the IEP. It also can be used in a meeting to record decisions or as a help in selecting objectives. Would you object to these uses of the computer?

11. What parts of the IEP paperwork should not be computerized? Why?

12. What advantages would a computer-assisted construction of the IEP have? Disadvantages?

COMPUTER GROUP

PARENT QUESTIONNAIRE

According to State and Federal mandates, each special education student must have an Individual Education Plan (IEP) constructed. This plan is constructed in cooperation with the parents. My questions will center around the team meeting with school personnel in which the plan for your child was constructed.

1. How were you notified that the meeting was to take place?

☐ phone ☐ letter ☐ computerized letter ☐ note

2. Often we receive letters which have been printed by computer. Would you object to receiving such a letter?

☐ Yes ☐ No

3. Do you recall who attended the meeting?

☐ principal ☐ teacher ☐ special education teacher

4. What were some of the major things that were discussed at the meeting?

☐ test scores ☐ child's handicap ☐ goals ☐ objectives

5. It takes approximately 3-12 hours to test and place a student with a minor problem such as speech therapy and can range from 12-25 hours for a severely handicapped student. Do you feel the amount of this time expenditure to test and place the student has helped assure the most appropriate education for your child?

6. Do you feel that the present process of a team meeting was helpful in assuring the most appropriate education for your child?

7. What parts of the meeting were useful for you in understanding the needs of your child and then deciding what your child's educational program should be?

8. The meeting was documented by paperwork called the Individual Education Plan (IEP). Have these documents been useful for your reference? How?

8a. Do you receive information prior to the team meeting? What?

9. (Show example) Your district now uses the computer to preprint much of the data on the IEP. It can also be used in a meeting to record decisions or as a help in selecting objectives. Would you, or do you, object to these uses of the computer?

10. What parts do you feel should not be computerized?

11. If/when some objectives were preselected prior to the meeting for discussion, would you feel as involved in the decision-making process?

12. When did you receive your finalized copy of the IEP?

12a. Do you feel the computer-produced IEP is as easy to understand and informative as a hand written IEP?

TEACHER QUESTIONNAIRE

Introduction

My district, the San Juan Unified School District, has been funded by the California State Department of Education to investigate the feasibility of using a computer to speed the writing of the IEP. In this phase of the project we are assessing the typical IEP to determine the approximate costs. The two major types of IEP construction are the annual review and new placement. Please separate these types when possible and give a separate estimate.

1. What is your position?

2. Please give the order of the following events (show the card). Is this list complete? Which events take place inside the IEP team meeting? Please give a brief description of each event.

I.E.P. Meeting	Order	
_____	_____	Referral of the student
_____	_____	Assessment of the student
_____	_____	Reporting the assessment findings
_____	_____	Determination of eligibility

I.E.P. Meeting	Order	
_____	_____	Selection of goals
_____	_____	Determination of placement
_____	_____	Consent to placement
_____	_____	Selection of objectives

2. Please describe the usual timeline for these events. (How many days between each?)

3. Now we wish to obtain data to determine the approximate cost of writing and IEP. Please include the paperwork time with the process time.

Title _____	Not Used	Likely Time O=Initial P				X=Annual R				Other
Referral (min.)	____	5	10	15	20	30	40	50	60	_____
Assessment (hrs.)	____	0.5	1	1.5	2	3	4	5	6	_____
Notice of team meeting (hrs.)	____	0.5	1	1.5	2	3	4	5	6	_____

Title _____	Not Used	Likely Time O=Initial P					X=Annual R			Other
Reporting of assessment (min.)	____	5	10	15	20	30	40	50	60	____
Determination of eligibility (min.)	____	5	10	15	20	30	40	50	60	____
Selection of goals (min.)	____	5	10	15	20	30	40	50	60	____
Determination of placement (min.)	____	5	10	15	20	30	40	50	60	____
Consent to placement (min.)	____	5	10	15	20	30	40	50	60	____
Other		5	10	15	20	30	40	50	60	____

...So the total time in team meeting for annual review is _____ (sum X time) and for the initial placement is _____ (sum circled time).

4. Is the computer used to complete any of the above items? How?

O = Initial Placement
X = Annual Review

	Parent	Reg. Teacher	SDC Teacher	RSP Teacher	Principal or Designate	Psychologist	DIS Spec.	Nurse	Counselor	Program Specialist
Referral										
Assessment										
Notice of Meeting										
Reporting Assmt. Findings										
Eligibility										
Selection of Goals										
Selection of Objectives										
Determination of Placement										
Consent to Placement										
Other										

5. About how much time does the computer save per student per meeting? How?

6. What people are usually involved in each event (show the card with people listed).

7. Do you feel that the present documentation in special education is useful in planning the most appropriate education for each child?

☐ Yes ☐ Not in all cases ☐ No

(Probe based on an answer.)

8. What parts of the paperwork/process are useful for daily instruction? Why?

☐ Referral ☐ Assessment ☐ Placement

☐ IEP Goal ☐ IEP Objectives ☐ No parts

☐ Other _____

9. Has the computer aided in making the paperwork process more useful for daily instruction?

10. What use are the other parts? Who uses them? For what purposes?

11. Which of these pages or parts of pages are completed for the usual IEP? (Show paperwork) Of which documents are multiple copies made? Which of these pages are completed by the computer? Has the computer cut down on the number of copies made?

12. How frequently has your paperwork been changed? Was a major change needed to adapt to the computer?

13. (Show example) The computer is used to preprint some of the data on the IEP. It also can be used in a meeting to record decisions or as a help in selecting objectives. Do, or would, you object to these uses of the computer?

14. What parts of the IEP paperwork should not be computerized? Why?

15. What advantages does a computer-assisted construction of the IEP have? Disadvantages?

16. How do you maintain confidentiality of student records?

17. What inservice was needed for you to use the program? How many hours?

18. What is your perception of the parent's reaction toward computer use?

MANAGEMENT QUESTIONNAIRE

Introduction

My district, the San Juan Unified School District, has been funded by the California State Department of Education to investigate the feasibility of using a computer to speed the writing of the IEP. In this phase of the project we are assessing the typical IEP to determine the approximate costs. The two major types of IEP construction are the annual review and new placement. Please separate these types when possible and give a separate estimate.

1. What is your position?

2. Please give the order of the following events (show the card). Is this list complete? Which events take place inside the IEP team meeting? Please give a brief description of each event.

I.E.P. Meeting	Order	
_____	_____	Referral of the student
_____	_____	Assessment of the student
_____	_____	Reporting the assessment findings
_____	_____	Determination of eligibility

I.E.P. Meeting	Order	
_____	_____	Selection of goals
_____	_____	Determination of placement
_____	_____	Consent to placement
_____	_____	Selection of objectives

2. Please describe the usual timeline for these events. (How many days between each?)

3. Now we wish to obtain data to determine the approximate cost of writing and IEP. Please include the paperwork time with the process time.

Title _____	Not Used	Likely Time O=Initial P				X=Annual R				Other
Referral (min.)	____	5	10	15	20	30	40	50	60	____
Assessment (hrs.)	____	0.5	1	1.5	2	3	4	5	6	____
Notice of team meeting (hrs.)	____	0.5	1	1.5	2	3	4	5	6	____

Title _____	Not Used	Likely Time O=Initial P X=Annual R								Other
Reporting of assessment (min.)	____	5	10	15	20	30	40	50	60	____
Determination of eligibility (min.)	____	5	10	15	20	30	40	50	60	____
Selection of goals (min.)	____	5	10	15	20	30	40	50	60	____
Determination of placement (min.)	____	5	10	15	20	30	40	50	60	____
Consent to placement (min.)	____	5	10	15	20	30	40	50	60	____
Other		5	10	15	20	30	40	50	60	____

...So the total time in team meeting for annual review is _____ (sum X time) and for the initial placement is _____ (sum circled time).

4. Is the computer used to complete any of the above items? How?

O = Initial Placement
X = Annual Review

	Parent	Reg. Teacher	Sp. Ed. Teacher	RSP Teacher	Principal or Designate	Psychologist	DIS Spec.	Nurse	Counselor	Program Specialist
Referral										
Assessment										
Notice of Meeting										
Reporting Assmt. Findings										
Eligibility										
Selection of Goals										
Selection of Objectives										
Determination of Placement										
Consent to Placement										
Other										

5. About how much time does the computer save per student per meeting? How?

6. What people are usually involved in each event (show the card with people listed).

7. Do you feel that the present documentation in special education is useful in planning the most appropriate education for each child?

☐ Yes ☐ Not in all cases ☐ No

(Probe based on an answer.)

8. What parts of the paperwork/process are useful for daily instruction? Why?

☐ Referral ☐ Assessment ☐ Placement

☐ IEP Goal ☐ IEP Objectives ☐ No parts

☐ Other _____

9. Has the computer aided in making the paperwork process more useful for daily instruction?

10. What use are the other parts? Who uses them? For what purposes?

11. Which of these pages or parts of pages are completed for the usual IEP? (Show paperwork) Of which documents are multiple copies made? Which of these pages are completed by the computer? Has the computer cut down on the number of copies made?

12. How frequently has your paperwork been changed? Was a major change needed to adapt to the computer?

13. (Show example) The computer is used to preprint some of the data on the IEP. It also can be used in a meeting to record decisions or as a help in selecting objectives. Do, or would, you object to these uses of the computer?

14. What parts of the IEP paperwork should not be computerized? Why?

15. What advantages does a computer-assisted construction of the IEP have? Disadvantages?

16. How do you maintain confidentiality of student records?

17. What inservice was needed for you to use the program? How many hours?

18. What is your perception of the parent's reaction toward computer use?

DIRECTOR

1. What led you to use the computer in the IEP process?

2. Who was most instrumental in selecting/designing your IEP system?

3. Who was the most instrumental in selecting/designing your IEP computer system?

4. Were teachers involved in the process of selecting/designing the IEP program?

5. What was time from the inception to implementation of the IEP program?

6. Was inservice needed for the staff to use the IEP program? If so, how many hours?

7. Is there an easy-to-use manual for the teacher which guides the use of the IEP program?

8. How long did you pilot the IEP program? With whom? Did you make revisions?

9. How did you secure funds for the program/equipment?

10. Please describe the way(s) the teacher puts data into the IEP program.

11. Please describe the various ways the data may be processed or summarized for output.

12. How do you maintain confidentiality of student records?

13. What assets does the program have?

14. What is your perception of the parent's reaction toward computer use?

15. What tasks can the IEP program do that could not be done manually?

16. What are the major drawbacks or time-consumers in implementing and using the program?

17. Do you use any of the information from the individual IEP to look at goals and objectives for groups of students?

18. With which equipment is this program compatible?

- ☐ Computer
- ☐ Memory size
- ☐ Disk drive - density
- ☐ Printer

19. (If self written)
Are you willing to sell or lease this program to other agencies?

20. (If purchased)
What changes were required to adapt this program to local use? How long did it take?

Video Questions

- Is the information displayed for ease of input?
- Does the display use prompts?
- Is the display easy to edit if a mistake is made?
- Does the program self edit for errors?

APPENDIX C

LETTER OF INQUIRY AND SAMPLE POSTCARD SURVEY

SAN JUAN UNIFIED SCHOOL DISTRICT

3738 WALNUT AVENUE • CARMICHAEL, CALIFORNIA 95608 • (916) 484 - 2351
FRED J. STEWART, Superintendent of Schools

Please address all correspondence to:
P. O. BOX 477, CARMICHAEL, CALIFORNIA 95608

October 1, 198?

A statewide special education research study funded by the State Department of Education is being carried out by the San Juan Unified School District. This project is concerned with identifying and reporting present computer use in the completion of the Individualized Educational Program (IEP) paperwork.

The attached postcard is part of an initial survey to determine which agencies use a computer to aid in the completion of the IEP. We are desirous of obtaining your response to the four questions on the postcard, since we wish a complete report.

A few agencies will be selected for further study. All agencies using a computer as part of the IEP process will be contacted by telephone for further information.

Please complete and return the stamped postcard this week. Other phases of this research cannot be carried out until we complete this initial survey. If you have any questions or comments, please contact Dr. Nancy Enell at (916) 484-2685. Thank you for your cooperation.

Sincerely yours,

Fred J. Stewart
Superintendent

FJS/NCE:ph

Enclosure

COMPUTER ASSISTED IEP SURVEY

Do you have a computerized management information system? Yes ☐ No ☐

Does the computer print all or portions of the final IEP? Yes ☐ No ☐

Do you have a computer data base for goals and objectives? Yes ☐ No ☐

Does anyone in your district use a computer to assist in completing the IEP? Yes ☐ No ☐

If you have responded "yes" to any of the above questions, please list the following information:

Computer contact person: Name _____ Phone Number _____

Please check box if you are interested in receiving a copy of our final report. ☐

CAI 82-02

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POSTCARD SURVEY

APPENDIX D

MANUAL IEP FORMS

INDIVID ALIZED EDUCATION PROGRAM FOR SPECIA EDUCATION
EDUCATIONAL PERFORMANCE AND LONG RANGE PLANNING

TER PLAN
Santa Clara County

FORM A

Name of District/SEBA/Santa Clara County _____ **Date of 3-Year Reevaluation:** _____ **Date of IEP:** From: _____ to: _____ **Page** _____ of _____

Name: _____ **Birthdate:** _____ **Dominant Language** _____ (Home) / _____ (Pupil) **L.E.P.** ☐ Yes ☐ No

Grade/Level: _____ **Current Program:** _____ **Responsible Staff Member:** _____ **Dist. of Res.:** _____ **Site:** _____ (subject to change)

I Curriculum Area	II Present Level of Educational Performance (A Summary of All Assessment Reports.)
Each of the following areas should be addressed if applicable: Academics; Perceptual Skills; Social/Emotional Growth; Language/Communication; Motor Development; Self-Help skills; Career/Vocational Education.	

III Summary of Pupil Strengths to be Emphasized _____

IV Summary of Pupil Weaknesses for Assistance _____

V Long Range Goal _____

VI Plan to Meet Graduation Standards or Exit/Transition Provisions _____

MP 010A **WHITE** — *District* **YELLOW** — *School* **PINK** — *Parent* **GOLDENROD** — *Other* FF1

INDIVIDUALIZED EDUCATION PROGRAM FOR SPECIAL EDUCATION
DESCRIPTION OF SPECIALLY DESIGNED INSTRUCTIONAL PROGRAM AND SERVICES

...TER PLAN
San... ...ara County

FORM B

Name of District/SEBR/Santa Clara County: _____

Date of IEP: From: _____ to: _____ **Page** _____ of _____

Name: _____ **Birthdate:** _____ **Please Check:** ☐ Initial IEP ☐ Annual Review ☐ Other

VII Specially designed areas of program: Unique Curricular Needs; Special Equipment/Materials; Career/Vocational Education; Physical Education; LES/NES; Related Services/DIS; Extended Year; Etc.

Special Education Program/Services/Materials	Type of Staff Specialist	(Specific Description: e.g., brief statement of what will be provided, and dates, if different from date of IEP)
Physical Education		

Hours per week by setting: Special Education ☐ Regular Education ☐

IX Rationale for program placement as least restrictive setting:

I understand this IEP including assessment results and:

☐ Consent to the developed IEP and recommended program placement. _____ Parent Signature _____ Date

☐ Consent to the developed IEP and recommended program placement except: _____ Parent Signature _____ Date

☐ We the undersigned participated in the IEP conference:

IEP CONFERENCE

Parent/Guardian	Date	Teacher		Date	Other	Role	Date
Parent/Guardian	Date	Pupil		Date	Other	Role	Date
Administrator or Designee	Date	Other	Role	Date	Other	Role	Date

☐ Dissenting opinion(s) attached, written by: _____

MP 0108 **WHITE** — *District* **YELLOW** — *School* **PINK** — *Parent* **GOLDENROD** — *Other* FF1

INDIVIDUALIZED EDUCATION PROGRAM FOR SPECIAL EDUCATION
GOALS AND OBJECTIVES TO CARRY OUT SPECIALLY DESIGNED INSTRUCTIONAL PROGRAM

MASTER PLAN
Santa Clara County

FORM C

Name of District/SELPA/Santa Clara County _____

Date of IEP: From: _____ to: _____ Page _____ of _____

Pupil Name: _____ Birthdate: _____

X Curriculum Area	XIII Short-Term Instructional Objectives (Conditions, stimulus, observable behavior, time limit, assessment criterion)	XIV Method of Evaluation (e.g., observation, standardized or criterion referenced test)	XV Performance Level of Objectives			
			Baseline Data	Retest Data	Retest Data	Retest Data
XI Annual Goal			Date	Date	Date	Date

X Curriculum Area	XIII Short-Term Instructional Objectives (Conditions, Stimulus, observable behavior, time limit, assessment criterion)	XIV Method of Evaluation (e.g., observation, standardized or criterion referenced test)	XV Performance Level of Objectives			
			Baseline Data	Retest Data	Retest Data	Retest Data
XI Annual Goal			Date	Date	Date	Date

MP 010C WHITE — *District* YELLOW — *School* PINK — *Parent* GOLDENROD — *Other* FF1

WEST END SPECIAL EDUCATIONS SERVICE REGION

Report of: ( ) EDUCATIONAL ASSESSMENT SERVICE TEAM/( ) SCHOOL APPRAISAL TEAM Date_____
( ) To become part of the INDIVIDUALIZED EDUCATION PROGRAM_____Review_____ _____

Name_____DOB_____Age_____Sex M/F_____

School of Attendance_____Program_____Grade_____

School and District of Residence_____

Parent_____Address_____Zip_____Phone_____

Foster Parent_____Address_____Zip_____Phone_____

Reason for Meeting:_____

Summary of Background/Assessment Information (Placement, Justification, or Transfer Rationale):

Team Recommendations

I. Placement Recommendations (in the least restrictive environment)

A. Regular education program - from_____to_____for_____% of the school day.

_____Regular classroom_____Regular classroom with Modifications

B. Special Educations Program - from_____to_____.

_____Resource Specialist(RS)_____Learning Handicapped(LH)_____Communicatively Handicapped(CH)

_____Physically Handicapped(PH)_____Severely Handicapped(SH)_____Other_____

C. Designated Instructional Services (DIS) - from_____to_____.

_____Speech & Language_____Physically Handicapped in the Regular Classroom (PHRC)

_____Other_____

D. Physical Education - from_____to_____.

_____Regular_____Adaptive_____Special Education_____Other_____

E. Related Services

II. Additional Recommendations

III. Team members concurring with the above recommendations as stated and goals and objectives.

Administrator/Receiving	Date	Psychologist	Date	District Case Carrier	Date
Parent/Guardian	Date	Nurse	Date	Other	Date
Student	Date	Administrator/Sending	Date	Other	Date
Specialist	Date	EAS Manager RLA	Date	Other	Date
Teacher/Counselor	Date	Program Specialist	Date	Other	Date

Team members dissenting from the above stated recommendations as stated (attach a statement of rationale and justification).

Dissenting Member(s):_____ _____
Signature/Title Signature/Title

☐ Dissenting opinion attached

Distribution:
White - Office File Yellow - Parent Pink - Student File Gldrd - Special Ed Teacher

9/81 WESESR 013

-2-

Name_____ Date_____

Transition into regular program:_____

_____

_____

Proficiency standards for graduation (alternate means or modes needed):_____

_____

LEP/NEP programs or services:_____

Extended school year:_____ Yes _____ No Rationale:_____

_____ Review date:_____

Case carrier:_____

#		Results - Initials
	Academic-Cognitive: How Assessed (Dates)_____	
	Present level of functioning:_____	
	Annual Goals:_____	
	Short Term Objectives:_____	
	_____ Responsible Person:_____	
	Speech/Language Skills Including NEP/LEP Goals & Objectives: How Assessed (Dates)_____	
	Present level of functioning:_____	
	Annual Goals:_____	
	Short Term Objectives:_____	
	_____ Responsible Person:_____	

WESESR 013

8/82

Name _____ Date _____

	Results-Initials
# Psychomotor Skills: How Assessed (Dates) _____	
Present level of functioning: _____	
Annual Goals: _____	
Short Term Objectives: _____	
Responsible Person: _____	
# Self Help Skills: How Assessed (Dates) _____	
Present level of functioning: _____	
Annual Goals: _____	
Short Term Objectives: _____	
Responsible Person: _____	
# Social Adaptation: How Assessed (Dates) _____	
Present Level of functioning: _____	
Annual Goals: _____	
Short Term Objectives: _____	
Responsible Person: _____	
# Pre/Vocational Skills: How Assessed (Dates) _____	
Present level of functioning: _____	
Annual Goals: _____	
Short Term Objectives: _____	

WESESR 013

5/79

Name _____ Date _____

	Results-Initials
# _____: How Assessed (Dates) _____ Present level of functioning: _____	
Annual Goals: _____	
Short Term Objectives: _____	
Responsible Person: _____	
# _____: How Assessed (Dates) _____ Present level of functioning: _____	
Annual Goals: _____	
Short Term Objectives: _____	
Responsible Person: _____	
# _____: How Assessed (Dates) _____ Present level of functioning: _____	
Annual Goals: _____	
Short Term Objectives: _____	
Responsible Person: _____	
# _____: How Assessed (Dates) _____ Present level of functioning: _____	
Annual Goals: _____	
Short Term Objectives: _____	

WESESR 013

5/79

BUTTE COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
INDIVIDUALIZED EDUCATION PROGRAM FACESHEET

Student: _____ B.D.: _____ C.A.: _____ Student's Primary Language _____

Parent/Legal Guardian: _____ Primary Language Spoken in Home: _____

Address: _____ Telephone: _____

Referring School/Agency/Individual: _____

Qualifying Disability: _____ ☐ Date of IEPT Meeting: _____

☐ Date of Annual IEP Review: _____

Recommended Service: _____

The parents of _____ have been invited to participate in the preparation of the Individualized Education Program. This plan does not constitute a guarantee that a student will progress at a given rate, but establishes that special education and related service will be provided in accordance with this plan.

Eligibility and Planning Team members please sign name and title.

This is to certify the information above and the goals and objectives on page 2. We agree that the above named student will be enrolled in _____
(Program) (School) (Teacher) (Starting Date)

_____
Administrator's Signature, Date

_____ _____
Teacher's Signature, Date (Name, Title, Date)

_____ _____
Parent's Signature, Date (Name, Title, Date)

_____ _____
(Name, Title, Date) (Name, Title, Date)

Additional Information: _____

I have received "Legal Rights of Parents" packet _____
(parent's initials)

BUTTE COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
INDIVIDUALIZED EDUCATION PROGRAM FACESHEET

Student: _____ B.D.: _____ C.A.: _____ Student's Primary Language: _____

Parent/Legal Guardian: _____ Primary Language Spoken in Home: _____

Address: _____ Telephone: _____

Referring School/Agency/Individual: _____

Qualifying Disability: _____ ☐ Date of E & P Meeting: _____

☐ Date of Annual IEP Review: _____

Recommended Service: _____

The parents of _____ have been invited to participate in the preparation of the Individualized Education Program. This plan does not constitute a guarantee that a student will progress at a given rate, but establishes that special education and related service will be provided in accordance with this plan.

Eligibility and Planning Team members please sign name and title.

This is to certify the information above and the goals and objectives on page 2. We agree that the above named student will be enrolled in _____

_____ _____
Administrator's Signature, Date (Name, Title, Date)

_____ _____
Teacher's Signature, Date (Name, Title, Date)

_____ _____
Parent's Signature, Date (Name, Title, Date)

_____ _____
(Name, Title, Date) (Name, Title, Date)

Additional Information: _____

I have received "Legal Rights of Parents" packet _____
(parent's initials)

PRIORITIZED GOALS:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

PROGRAM	AMT. OF TIME	PERSON RESPONSIBLE	EXPECTED DURATION	FACILITIES/MATERIALS
Special Education				
Regular Class				
R.O.P.				
P.E.				
Adaptive P.E.				
Support Services				

BUTTE COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
Duane G. Powers, Superintendent
Special Education Office
5-A County Center Drive, Oroville, CA 95965

Student's Name _____
C.A. _____
Date _____
School _____

PRIORITIZED GOALS:

_____

_____

_____

_____

_____

_____

SERVICES NEEDED:

PROGRAM	TIME	PERSONNEL RESPONSIBLE	EXPECTED DURATION From To	SPECIAL FACILITIES OR MATERIALS RECOMMENDED
Special Education				
Regular Class				
Transition Plans (if appropriate)				
Physical Education				
Vocational Education				
Support Services				

Extended year services: Needed _____ To be determined _____

FORM A 1/80

Duane G. Fo[illegible]s, Superintendent
Special Edu[illegible]ion Office
859 Bird Street, Oroville

Student's Name _____
C.A. _____
Date _____
School _____

LONG RANGE GOAL: _____

Person responsible for implementation _____

Date of entry into program _____ Projected ending date _____

OBJECTIVES (specify time, specific behavior evaluation conditions, criteria)	INTERVENTION ACTIVITIES AND MATERIALS	EVALUATION SCHEDULE	MONITORING
			Date achieved: Obj. 1: Obj. 2: Obj. 3: Date reviewed: Obj. 1: Obj. 2: Obj. 3: Revision recommended: Obj. 1: Obj. 2: Obj. 3: Parent informed date(s):

FORM S

YSESR Yolo Special Education Service Region

☐ Davis ☐ Esparto ☐ Washington ☐ Winters ☐ Woodland ☐ Yolo County Office

INDIVIDUALIZED EDUCATION PROGRAM/TEAM MEETING

(Page 1)

Team Meeting Date ___/___/___

SECTION 1

LEGAL PUPIL NAME _____ (last) _____ (first) _____ (middle initial) Birth Date ___/___/___

SECTION 2

PUPIL DATA

Address: _____ YSESR resident: ☐ Yes ☐ No

Grade_____ Home School _____

Current School of attendance: _____ Primary language: _____

Referring person: _____ Ethnic code _____

SECTION 3

PARENT DATA

Parent Name: _____ (first) _____ (last)

Home Phone: _____

Parent Address Same? ☐ Yes ☐ No _____ (number) _____ (street) _____ (city)

Licensed Children's Home: ☐ Yes ☐ No

Work Phone: _____

SECTION 4

ELIGIBILITY AND TEST DATA

IEP Team Level:
☐ School
☐ District
☐ County
☐ Joint

Meeting Purpose:
☐ Initial
☐ Annual Review
☐ Triennial
☐ Other Review

Meets Eligibility Criteria for Special Education:
☐ Yes ☐ No

Primary Classification:
☐ Learning ☐ Communicative
☐ Physical ☐ Severe

Code ☐☐☐

SECTION 5

PROGRAM RECOMMENDATION

Projected Duration of Program: _____ Date Program to Commence: ___/___/___

Extent of participation in regular education program:
_____ % of day in regular classes
_____ % in Special Education services

Date of Triennial Assessment ___/___/___

Recommended Placement:
☐ Regular program with modifications
☐ Designated Instruction and Services
☐ Resource Specialist Program
☐ Special Day Class
☐ Other _____

Transportation:
☐ Not required
☐ Regular Transportation
☐ Special Education Transportation

Please complete Special Education Safety Card.

SECTION 6

EXTENDED SCHOOL YEAR?
☐ Yes ☐ No

Notes:

Interim action, if needed: _____

Alternatives to meet district prescribed course of study and/or to meet proficiency standards. _____

Pupil will follow school/district behavior and discipline standards:
☐ Yes ☐ No

If no, address on page 3 of IEP.

SECTION 7

TEAM MEMBERS PRESENT

The following Individualized Education Program Team members were present and affirm that proper procedures have been followed regarding assessment, due process, insturctional planning, and program placement or dismissal in accordance with the provisions of California administrative Code Title 5 and California Education Code (members who do not agree or concur with the identification of educational program should attach a statement of reasons for disagreement and alternative recommendations).

Name and Title	
_____	Administrator/Designee _____
_____	Current Teacher _____
_____	Parent(s) _____

SECTION 8

PARENT CONSENT

Participants:
☐ Father ☐ Pupil
☐ Mother ☐ Surrogate?
☐ Guardian
☐ Representative

☐ I have received a copy and had my rights as a parent explained to me.
☐ I consent to my child's participation in the Special Education Program and/or related services recommended and understand that I may withdraw my consent at any time after consultation with a member of the Individualized Education Program Team and after submitting written notice to an administrator.
☐ I consent to all components of the Individualized Education Program, with the exception of any noted below. I understand those components to which I consent may be implemented so as not to delay providing instruction and services to my child.

Exceptions:

Parent Signature(s): _____ (Signature) _____ (Signature) Date: ___/___/___

WHITE–Special Education Office / GREEN–Regular Education Teacher / YELLOW–School / PINK–Parent / GOLDENROD–Special Education Teacher

INDIVIDUALIZED EDUCATION PROGRAM/TEAM MEETING

(Page 2)

Pupil's Name_____ Birthdate___/___/___ IEP Team Meeting date___/___/___

LEVELS OF EDUCATIONAL PERFORMANCE

Reading (Recognition/Comprehension)

Math (Reasoning/Calculation)

Written Expression

Communication (Expression/Comprehension)

Vocational/Pre-Vocational

Health

Other

ELIGIBILITY DETERMINATION/RATIONALE FOR PLACEMENT AND CONTINUATION IN PROGRAM

☐ Meets eligibility criteria and needs more academic support than a regular class with modifications can provide.

☐ Academic and behavior eligibility criteria are both met. Needs more behavioral and academic support than a regular class with modifications can provide.

PHYSICAL EDUCATION: ☐ Regular ☐ Specially designed (describe below)

COMMENT SECTION: (If a secondary pupil, attach plan for meeting district graduation requirements. When appropriate, include: considerations for Non-English speaking; transition into regular class program).

WHITE–Special Education Office / GREEN–Regular Education Teacher / YELLOW–School / PINK–Parent / GOLDENROD–Special Education Teacher

INDIVIDUALIZED EDUCATION PROGRAM/TEAM MEETING

(Page 3)

GOALS AND OBJECTIVES

Pupil's Name _____ Birthdate ___/___/___ IEP Team Meeting Date ___/___/___

PRIORITIZED LEARNING GOAL:		**PROGRAM/SERVICE:**
SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met
SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met
PRIORITIZED LEARNING GOAL:		**PROGRAM/SERVICE:**
SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met
SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met
PRIORITIZED LEARNING GOAL:		**PROGRAM/SERVICE:**
SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met
SHORT TERM OBJECTIVE	By ___/___/___ the pupil should: As measured by: _____ test, using _____ observation of _____ (other)	Progress as of ___/___/___ Objective: ☐ Met ☐ Not Met

WHITE–Special Education Office / GREEN–Regular Education Teacher / YELLOW–School / PINK–Parent / GOLDENROD–Special Education Teacher

APPENDIX E

COMPUTER-ASSISTED IEP SYSTEMS DEVELOPED OUTSIDE OF CALIFORNIA

System Title	**CAMEO (Computer Assisted Management of Educational Objectives)**
Address	Multnomah County Education Services District P. O. Box 16657 Portland, OR 97216
Contact Person	Nancy Prill Brown (503) 255-1841
Description of System	Provides a listing of proposed IEP objectives drawn from a compendium of 7,000 objectives. Teachers identify objectives by codes and specify criteria and format--or write their own objectives. IEP order forms are sent to a service bureau for processing.
Materials Available and Cost	Not available at this time.
Equipment	Hewlett-Packard 3000

System Title	**Child Based Information System**
Address	Central Susquehanna Intermediate Unit P. O. Box 213 Lewisburg, PA 17837
Contact Person	Edward Glennon (717) 523-1155
Description of System	Teachers draw upon a listing of developmentally-sequenced objectives to select annual goals and short term objectives for each student's IEP. All assigned objectives for a given student are entered on an annual goal optical scan form. This permits computer processing and analysis of a variety of data elements. CBIS also provides a printout with educational terminology for parents specifying accomplishment on assigned objectives. This report is generated by the codes entered on the optical scan progress reporting form and depicts the progression of grades throughout the school year.
Materials Available and Cost	Objectives Manual--The CBIS manual lists the strands and objectives as developed, along with computer forms and an introduction explaining the philosophies behind the CBIS system. IEP Manual--The CBIS/IEP manual contains annual goal statements which coincide with strands, along with lists of regular classroom activities, related services, and special devices which the teacher may select. $10.00 per copy or $20.00 for both, postage included.
Equipment	Honeywell Optical Scanner

System Title	**Computer Managed Special Education System**
Address	A. U. Software P. O. Box 597 Colleyville, TX 76034
Contact Person	Martha B. Talley (817) 287-5236
Description of System	Information stored for each student includes: Name, I.D. Number, Grade, Parent's Name, Address, Telephone, Sex, Age. Important dates regarding each student's placement are also maintained in individual file for automatic updating and review. Rets files for individual students include: Intelligence Test Scores, Achievement Test Scores, Any Two Additional Tests and Scores. Factors pertinent to the student's Special education placement contained in the file: Language Dominance, Ethnic/Racial, Primary Program, Related Services, IEP Objectives and Annual Goals (up to 4 objectives and 4 goals), Custom Text for Additional IEP Objectives, Special Alerts, or Medical Problems, Campus, Placement Category, Primary Handicapping Condition. The Computer Managed Special Education file programs are menu-driven and include complete prompts, so that a Special Education clerk can handle data entry and retrieval. The manual is complete and provides instruction for learning the system through actual manipulation of sample data.
Materials Available and Cost	Complete system includes programs for file maintenance, IEPs, objectives, administrative reports, students due for meetings, parent letters (including labels), consultation and replacement of damaged disks. Price $3,500.00
Equipment	TRS-80 Model II, III or 16 Apple and Commodore Disk drive and printer

System Title	**Computer Assisted IEP**
Address	Fairfax County Public Schools 10310 Layton Hall Drive Fairfax, VA 22030
Contact Person	Paula K. McCormick
Description of System	Uses IEP process documents as input into a computer data base. A computerized data bank of instructional objectives is available to teachers.
Materials Available and Cost	IEP Procedures Manual (cost not specified)
Equipment	Not specified, thought to use a mainframe computer.

System Title	**Computerized IEP System Instruction**
Address	CK Associates 6700 Linden Road Kansas City, MO 64113
Contact Person	James M. Caccamo
Description of System	The system has a bank of forty-two hundred instructional objectives or you can build your own objectives to suit your needs. The Midwest Regional Resource Center and the Missouri Facilitator Center have identified the system as an effective practice in special education. The IEP system is MENU driven and very user friendly. The system: . holds 400 students per disk . holds 1600 objectives per disk (comes with over 4200 objectives. . has evaluation criteria for each objective . can de-activate students who move without taking them off the system (You can re-activate them when they return; a de-activated student will not show up on your reports.) . will generate a report card (or working document for teachers) which shows the objectives, their criteria, and their status
Materials Available and Cost	10 Disks Operating Manual ($25 if purchased separately) 90 day warranty against defects System $600.00
Equipment	Apple II or IIe, Apple PASCAL 64K 2 disk drives Printer

System Title	**Curriculum Management System and Teacher Planning System**
Address	Learning Tools, Inc. 686 Massachusetts Avenue Cambridge, MA 02139
Contact Person	Joan Thormann (617) 864-8086
Description of System	The Curriculum Management System (CMS) is a powerful and flexible software system for teachers, counselors, clinicians, curriculum developers and others involved in planning individualized services. . CMS centralizes and coordinates instructional resources. . CMS quickly locates needed resources to help plan instruction or individualized services. . CMS organizes goals, objectives, methodologies, materials, community resources, assessments and any other related topics. The Teacher Planning System (TPS) is a professional system for teachers, counselors, and clinicians. TPS will adapt and expand to meet your most elaborate individual information management and reporting requirements: . TPS organizes up to 400 pages of information for each student/client. . TPS locates virtually any student/client information in seconds. . TPS prints student/client reports in a variety of formats which user defines.
Materials Available and Cost	The CMS consists of complete documentation, a graphic user reference guide and 2 diskettes containing the CMS program, an interactive tutotial and a sample computer-based curriculum file. The TPS consists of complete documentation (with sample student/client information system guidelines and reports), a graphic user reference guide and 2 diskettes containing the TPS program to create, edit and print your student/client information, TPS demonstration files, and an Account Management program which monitors access to TPS by up to 256 persons.
Equipment	Apple II (Pascal 1.1) requires 54K RAM, two disk drives, an 80-column display card and a printer with parallel interface. Also available for the Apple III (Apple III Pascal), IBM PC (P-System IV.0) and DEC Professional 350 (P-System IV.0) with 128K RAM, two disk drives and a printer with parallel interface. May also be used on Corvus or other hard disk systems in both networked and single-user configurations.

System Title	**Data Storage and Computer Assisted Individualized Education Program System**
Address	Worcester County Board of Education P. O. Box 130 Snow Hill, MD 21863
Contact Person	Glen R. Hammerbacher or William V. Gore (301) 632-2582
Description of System	The basic purposes of the system are to reduce the amount of time professionals must spend developing and writing IEPs, to create precise goals and objectives which provide consistency throughout all the schools, and to provide a data base from which reports can be generated to aid special education and related services personnel, and administrators in making important decisions. This currently-operating system has generated over 400 complete and tailored IEPs, and other reports useful to the target population.
Materials Available and Cost	Sample IEP, table of contents for "menu," file layout, sample reports, transmittal data sheets. Cost information not given; developed through federal project grant.
Equipment	IBM 5200 series minicomputer and printer.

System Title	**Georgia Learning Resources System**
Address	Metro-West Center 2268 Adams Drive, N.W. Atlanta, Georgia 30318
Contact Person	John Eckert (404) 352-2637
Description of System	Produces a recommended list of annual goals and short term objectives in academic areas (one part of an IEP). Teachers select recommended objectives based upon assessment information. Teachers complete a bubble form with appropriate goals and objectives for each student. The forms are processed centrally and the printed listing is returned to the teacher prior to the IEP meeting.
Materials Available and Cost	Disk program available at no cost; however, inservice is required and a consulting fee is charged. Additional equipment required: Scan-Tron Model #1200 optical scanner Super-serial interface card Custom designed scanning forms
Equipment	Apple II+/Apple IIe; TRS 80 Model II

System Title	**IEP Clerk**
Address	Braxton County Schools 400 Fourth Street Sutton, WV 26601
Contact Person	David McChesney (304) 765-7101
Description of System	IEP Clerk is designed to assist Special Education personnel in the development and presentation of IEPs. The quality of IEPs prepared using IEP Clerk will depend upon the quality of the goals and objectives entered into the program. The purpose of the system is to reduce clerical effort and is not intended to be a "black box" that will prescribe learning objectives. Neither is the system designed to maintain historical records of student progress. The functions of decision making and evaluation of student learning are assigned to the persons comprising the placement advisory committee. As an aid to developing IEPs, the system provides a method of storing educational objectives within numbered categories. After these objectives have been stored, Special Education personnel may select any group of objectives, means of evaluation, and schedule of evaluation for a given student. After all Learning Objectives have been selected for an individual student the IEP is printed.
Materials Available and Cost	Disk Data Management System Cost not specified.
Equipment	Microcomptuer

System Title	**IEP Print Program**
Address	Curriculum Associates, Inc. 5 Esquire Road North Billerica, MA 01862
Contact Person	Frank E. Ferguson (800) 225-0248
Description of System	The teacher does an educational assessment using the BRIGANCE Inventory of Basic Skills. Data from the Student Record Book is analyzed; items important to the IEP are coded onto the Student Data Sheet. Information from the Student Data Sheet is typed into the microcomputer by teacher, secretary, or aide. The IEP is printed as soon as the student data has been entered and (optionally) the data stored on the diskette. The IEP Program prints: Student, Teacher and School Information, and Current performance levels in word recognition, reading comprehension, oral reading rate, spelling and math with up to 20 goals and objectives for each IEP. Information for about 200 students can be stored on the diskette for later recall and printing, or for input to user-written programs for other analysis and reporting.
Materials Available and Cost	Student Data Sheet (reproduction master) User's Guide Apple II Diskette (3 copies) Catalog Number SW-010 $99.00
Equipment	Apple II with 48K Disk drive Printer

System Title	**IEP/Progress Report**
Address	Learning Systems 3 Peter Circle Marblehead, MA 01945
Contact Person	
Description of System	The assessment team completes an information sheet and codes objectives selected from a manual of 9,000 behavioral objectives. After data has been entered by a clerk, a multi-copy IEP report is printed.
Materials Available and Cost	Software lease/year for minicomputer $5,000 Cost for microcomputers not available.
Equipment	Apple II, IBM, TRS-80 microcomputers Digital or Wang minicomputers

System Title	**Individual Education Performance System**
Address	Educom 8 Oak Street Wakefield, MA 01880
Contact Person	
Description of System	The IEP System uses a manual of over 10,000 objectives. Information is coded by teacher to indicate selected goals/objectives, performance levels and teaching approaches. Produces individual IEPs as well as a variety of administrative reports.

Materials Available and Cost	Software Lease/Year	$2,500
Equipment	Wang 2200 Optical Scanner	

System Title	**Instructional Management System**
Address	Center for Innovation in Teaching Handicapped Smith Research Center 1508 E. 10th Street, Bloomington, Indiana 47405
Contact Person	Herbert Reith (812) 335-5847
Description of System	CITH Instructional Management System is a menu driven interactive software system that enables classroom teachers and administrators to plan and monitor student academic performance. IEP Management Routines enable teachers to record student progress towards Long-Range Instructional Objectives (LRO) by storing student performance data collected on sequenced Short Range Instructional Objectives (SRO). The teacher selects appropriate LRO/SRO's for each student based on assessment data and records students' performance towards meeting the criterion performance level for each instructional step. The report generation program enables teachers to instantaneously generate daily, weekly, monthly or yearly progress reports. These reports can be printed for storage in the pupils cumulative record or for sharing with parents at parent conferences. In addition, when the local site microcomputer is linked with the central system these data can be aggregated for reporting purposes and to enable supervisory personnel and teachers to identify instructional procedures and materials that were used to successfully enable students to attain instructional objectives.

Materials Available and Cost		
	One System with a Back-up Copy & Manual	$500.00
	Additional Diskettes	$ 50.00
	Additional Manual	$ 10.00
	Consulting and Technical Assistance	$200/day plus expenses

Equipment	Type of microcomputer not specified

System Title	**Management and Assessment**
Address	200 Commerce Court Building Pittsburg, PA 15219
Contact Person	Bonnie Minick (412) 394-5834
Description of System	Based upon student testing information, the teacher identifies goals and objectives from a master listing of skills (unspecified length) in reading and math. The computer-generated portion of the IEP includes present level of educational performance, instructional goal areas and short term objectives with evaluation procedures/conditions and criteria for success. Based upon mastery tests taken throughout the year, the teacher records skill progress and can request information on resource materials available for remediation.
Materials Available and Cost	. Master Resource List of teaching materials and techniques is available for $22 per copy. . System available through a service bureau to which computer input sheets (optical scanner forms) are sent. Costs range from $20 to $39 per student per year.
Equipment	Not specified.

System Title	**Michigan Teacher Support System**
Address	Macomb Intermediate School District P. O. Box 30008 Lansing, Michigan 48044
Contact Person	Tom Hartsig
Description of System	MTSS is designed to support the teacher in the learning process. The system can provide a detailed analysis on each student and correlation of skills among groups of students. MTSS can provide a selection of instructional resources which relate to the individualized student profile. This information can be the means to support the teacher in promoting individualized instruct[illegible]. The MTSS will provide reports on the learning progress of each student and/or group of students by supplying: (a) Student progress reports appropriate for parent conferences, and (b) individualized objective reports which illustrate through examples, those skills on which a student is currently working. Although an individualized reporting system providing objectives, this system does not produce an IEP.
Materials Available and Cost	System was developed upon a Title IVC grant with the Michigan Department of Education. No price information was given.
Equipment	Mainframe computer information not provided.

System Title	**MEAD (Modular Educational Achievement Descriptor)**
Address	Oakland Schools 2100 Pontiac Lake Road Pontiac, Michigan 48054
Contact Person	Herman Dick (313) 858-2051
Description of System	MEAD is a computer based planning and achievement reporting system that will assist the teacher to manage the classroom and allow the teacher to make educational decisions based on data. The system is designed to allow the special education teacher to monitor individual student progress within performance based information. It consi of over 5,000 objectives and criterion measurement items in the following areas: Communication, Mathematics, Career Education, Social Emotional, Reading, Pre School, Basic Living Skills, American Government, and American History. MEAD allows the teacher to plan for individualized instruction for each student. The teacher selects which jectives should be taught and learned. NCS scan sheets are completed and submitted for students at the beginning of each school year. Computer-produced student plans show the objectives which are in each IEP. At the end of the year the teacher codes achievement information on a scan sheet and the computer produces an achievement report.
Materials Available and Cost	64 catalogs with objectives and/or criterion test items for all skill areas, preprimary through high school. Prices range from $3 to $45 per catalog. Price information for the computerized system was not provided.
Equipment	Not specified.

System Title Modularized Student Management System

Address

Education TURNKEY Systems, Inc.
256 North Washington Street
Falls Church, VA 22046

Contact Person

Description of System

The Modularized Student Management System (MSMS) program will assist the user in handling administrative and instructional records of special education students. Of particular value is the program's capability to monitor procedural safeguards, manage banks of instructional objectives, and to print customized IEP documents for parent review and signature.

Student data base modules provide the following capabilities:

1) Maintain DEMOGRAPHIC information.
2) Monitor DUE PROCESS and PROCEDURAL SAFEGUARDS.
3) Maintain history of student TESTING and ASSESSMENT.
4) Track SPECIAL and REGULAR EDUCATION SERVICES.
5) Manage printing of the IEP DOCUMENT.

Administrative modules provide the following capabilities:

6) SORT DATA contained in the data base.
7) Compute DESCRIPTIVE STATISTICS.
8) Maintain BANK OF OBJECTIVES.
9) Automatically SCORE TESTS.
10) Prepare SUMMARY REPORT of program.

Materials Available and Cost

Operating system and one student module*	$985
Each additional student module*	485
Each administrative module**	650
User's Handbook	15

*Student modules: demographics, due process, testing data, program information, IEP management (needs objective module).

**Administrative modules: data sort, stat pak, objectives

Equipment

System Title	**ORBIT II**
Address	Montgomery County Public Schools 850 Hungerford Drive Rockville, MD 20850
Contact Person	Rita Bateman (301) 279-3463
Description of System	An on-line computer system for creating IEPs with Goal Areas, Annual Goals, and Short Term Objectives linked to each other. There are 64 goal areas that can be classified into 7 categories: specific content areas, communication skills, sensory development, social emotional skills, survival skills, vocational goals, and citizenship goals. Instructional team members (teachers, curriculum specialists, etc.) can develop and modify the banks of objectives, instructional materials, strategies and diagnostic test items as needed to reflect the IEP goals of an individual student. IEPs are keyed-in and printed at both a central site and at school-based remote terminals.
Materials Available and Cost	A resource manual which contains over 4,000 objectives is available for purchase. If you are interested in purchasing the Computer-Assisted IEP Resource Manual, there is a $35 fee to cover processing and duplication costs. Please make check payable to Montgomery County Schools, and send to the Educational Services Center, Director, Division of Data Processing Operations, Room 131, 850 Hungerford Drive, Rockville, MD 20850. Computer costs vary, depending upon degree of modification required.
Equipment	Mainframe (unspecified)

System Title	**PRISM REKORD: Special Education Coordinator's Version**
Address	The Psychological Corporation 757 Third Avenue New York, NY 10017
Contact Person	W. Michael Shaffer (212) 888-3500
Description of System	REKORD stores personal student data, emergency and medical information, class schedule, placement and services, assessment, IEP information, performance and parent information. Any or all of the stored information can be recalled for any student or group of students. The number of records stored on each diskette is determined by the number of data fields used (20 fields for 48 students, 40 fields for 74 students).
Materials Available and Cost	Diskettes cost $495.00
Equipment	Apple II+, TRS-80

System Title	**PIE (Programming for Individualized Education)**
Address	Green Valley Area Education Agency 14 Green Valley Road Creston, Iowa 50801
Contact Person	Douglas Archer
Description of System	The system uses an input demographic information, diagnostic/clinical information, intervention history (staffing, planning, documentation), and matches area(s) of need with appropriate instructional objectives and materials/methods.
Materials Available and Cost	User Manual Program and installation $2,500-$3,000 (includes one day of training)
Equipment	Apple II, Pet

System Title	**Project IEP**
Address	Evans Newton, Inc. 7650 E. Redfield Road, Suite D-5 Scottsdale, AZ 85260
Contact Person	Robert Adams (EISI) (415) 969-5212
Description of System	PROJECT IEP monitors minimum administrative requirements for initial student placement in special education, student home and medical information, student diagnosis, student prescriptions, IEP evaluation criteria, long-term goals, plus day-to-day monitoring of student short-term objectives. A clerk or teacher aide, either in the district office or school, is required to initially insert student IEP information into the Microcomputer via keyboard. Thereafter, student test information on Mark Sense Cards is fed into an Optical Card Reader connected to a Microcomputer to create and update the student's short-term objectives file. Project IEP prints fifteen different reports for teacher, parent, student and special education administrative review.
Materials Available and Cost	Project IEP software $2,495 Inservice training available
Equipment	Commodore 32K or Apple II 48K Optical card reader

System Title	**Project PERFORM**
Address	Ingham Intermediate School District 2630 W. Howell Road Mason, MI 48854
Contact Person	Audrey Gomon
Description of System	Project PERFORM's 8000 criterion-referenced performance objectives printed in a catalog provide a resource from which parents and professionals select goals which are processed as INDIVIDUAL EDUCATIONAL PLANS and PROGRESS REPORTS. The teacher selects twenty to sixty possible objectives for the student; a six digit number for each objective is entered on the "Possible IEP Input" sheet. After a data entry procedure, the computer prints a readable, five to fifteen page report listing the optional objectives for the student. The "Possible IEP Report" is mailed to parents for their study one week before the yearly Individualized Educational Planning conference.
Materials Available and Cost	Objectives guide (8000 objectives with assessment procedures and performance criteria). Data processing is contracted by districts with the project district.
Equipment	Not specified.

System Title	**RECIPE (Research Exchange for Computerized Individualized Programs of Education)**
Address	Sarasota County School Board 2418 Hatton Street Sarasota, Florida 33577
Contact Person	Sanders Bell (813) 924-5800 X141
Description of System	The program is based upon an instructional management system geared to basic skills for increasing IEP objective attainment in elementary resource rooms for SLD. The instructional management system consists of a 940 basic skills, criterion-referenced assessment system and a bank of approximately 2300 teaching activities correlated by number to the objectives. Microcomputers or Mainframe computers provide the IEP management functions of the RECIPE instructional system. Software for either provides support for management tasks involved in the production of student data files, IEPs, and Parent Progress Reports. The system produces the portion of an IEP including annual goals, short term objectives, criteria, evaluation tools and current status.

Materials Available and Cost

RECIPE Kits	$ 595.67
Microcomputer programs (diskettes and user manual)	300.00
RECIPE report paper	110.00
Teacher training	400.00

Equipment

Apple II
TRS-80 Model II

System Title	**SEIMS (Special Education Information Management System)**
Address	School Committee, City of Boston 26 Court Street Boston, MA 02108
Contact Person	Betsy Weaver (617) 726-6200, X5933
Description of System	The Special Education Information Management System (SEIMS) is a process of gathering, storing, sorting and reporting the ongoing status of a referred, placed or served Special Needs student. SEIMS has the capability to print IEPs and numerous other types of student status reports. Student and IEP information are gathered through data forms which follow the procedural and planning steps leading to the IEP. The Directory of Goals and Objectives contains 3,760 specific student objectives. The objectives are written in a manner to insure that each objective has conditions, behavior, results and criteria. Each objective may be written over 100 different ways by using a simple coding system. Each objective statement may be printed as either a Current Performance Level or a Future Goal and Objective. The Objectives are categorized in eight Goal Areas - Cognitive, Social-Emotional, Self-Help, Language, Motor, Perceptual/Sensory, Speech, and Vocational. There are 165 Sub-Goals within the eight Goal Areas which helps further categorize the Objectives.
Materials Available and Cost	Manual for objectives (350 pages) and for forms completion (about 150 pages). Cost not specified.
Equipment	Mainframe (type not specified)

System Title	**SERVE (Special Education Review, Verification and Evaluation)**
Address	Educational Research Consultants 4436 Engle Road Sacramento, CA 95821
Contact Person	Greg Smith (916) 483-6417
Description of System	System produces IEP face sheet with student information from previous IEP meeting. Class lists are produced for program managers, as well as various student count reports such as December pupil count Program summary counts. System is designed to edit all data entered. Immediate recall of pupil information is available through pupil inquiry.
Materials Available and Cost	COBOL program software for mainframe and minicomputers sold under an operating license (negotiable) Microcomputer version in CP/M available for $5,000 (one time charge under license agreement).
Equipment	Apple II IBM-PC

System Title	**Special Education File**
Address	Anderson Software 19751 Caprice Drive Yorba Linda, CA 92686
Contact Person	(714) 970-7511
Description of System	The system provides reports that assist school district officials in monitoring on-going programs for exceptional pupils as well as in complying with the requirements of Public Law 94-142 and the California Master Plan. Pupil files are easily entered by clerical personnel. Each disk holds up to 350 pupil files, consisting of 13 items of information per pupil. The computer organizes the information and prints various reports, including: . Class lists for each teacher . Summaries of each special education program . Complete pupil counts, including: ___ Pupils counted and sorted by age and special education program ___ New placements since any selectable cut-off date ___ Percentage of total district enrollment represented by the special education population
Materials Available and Cost	The system is supplied one two copyable disks with a complete 50 page instruction manual. Full price is $199.95
Equipment	Apple II, Applesoft language, 48K

System Title	**Special Education IEP System**
Address	Control Data Corporation Box 0 Minneapolis, MN 55440
Contact Person	Jonathan Neuse (612) 853-4377
Description of System	The SPECIAL EDUCATION IEP SYSTEM stores necessary student data, consolidates and prints up to 24 different reports and lists, and provides convenient review and update. Major functions performed by the system include: adding and changing school and school district data; adding and updating students; formatting an IEP for printing; printing federal and district planning reports; and creating fixed lists of personnel, strength/weakness statements, performance areas, services and learning environments from which selection can be made for each IEP.
Materials Available and Cost	Complete system includes hardware, software, printer and services $9,995
Equipment	Control Data 100 microcomputer

System Title	**Special Education Information System**
Address	Sysdata International, Inc. 7671 Old Central Avenue, N.E. Minneapolis, Minnesota 55432
Contact Person	Daniel Bryan (612) 780-1750
Description of System	The Special Education Information System has five different programs, with the first data base package required for each of the others. Package 1 - Basic student data--reports and mailing labels; holds 1500 student records. Package 2 - Service reports--class lists, terminations. Package 3 - Due process--referral, assessment, placement, reassessment tracking. Package 4 - Report generator--lists students as defined by administrator according to locally-defined characteristics. Package 5 - Student incident system (for severely handicapped).
Materials Available and Cost	Package 1 - $650 Package 2 - 375* Package 3 - 425* Package 4 - 485* Package 5 - 425* *Requires Package 1
Equipment	Apple II (48K) with 3.3 DOS, two drives or hard disk, and printer.

System Title	**Student Information Record (SIR) and Behavioral Objective Plan (BOP)**
Address	EX-ED Computer Systems, Inc. 71-11 112th Street Forest Hills, NY 11375
Contact Person	Mayer A. Stiskin (212) 268-0020
Description of System	The Student Individual Record will provide the following: . A complete summary of each student's vital statistics including handicapping condition, recommended program placement, dates of "Committee on the Handicapped Review." . A complete record of all clinical and educational assessments and results. . A record of special medical conditions affecting the student (medical alert), special appliances that may be required, a child's current and past medication regimen. . A record of related services including the nature of the service, the times per week administered, length of each session, name of the provider, dates of initiation and termination. . A description of student strengths and weaknesses and a list of recommended educational and behavioral prescriptions. This portion of the IEP provides an individualized plan in each curriculum and related service area. This plan includes annual or long range goals, short term objectives, the student's present level of performance, the activity or material being used to master the objectives, the criteria for measuring attainment of the objective and the implementation and mastery dates.
Materials Available and Cost	. Student Information Record Software Package under CP/M is now available at a uniform price of $2,499. . Behavioral Objective portion of the Software Program under CP/M is available for a one-time licensing fee of $1,249. . Licenses for both packages are available for a special reduced fee of $3,375.00. Mini-version of SIR plus BOP for combined license fee of $1,995.00
Equipment	Microcomputer using CP/M operating system or Mainframe (Data Point or HP3000)

System Title	**Unistar I Pre-IEP**
Address	Southern Micro Systems for Educators P. O. Box 1981 Burlington, NC 27215
Contact Person	Thomas M. Elder (714) 244-9187
Description of System	UNISTAR I is a micro computer-assisted approach to developing Individualized Educational Programs (IEPs). UNISTAR I is designed for children with learning disabilities at Elementary through Junior High School. This program will provide you with a printed, pre-IEP which can be used in the School Based Committee meetings. The IEP contains all the components required by law. This program is individualized because only appropriate goals and objectives based on each student's scores are printed. There is space for the teacher to write in the Projected Accomplishment Date and the Actual Accomplishment Date, as well as criteria for the individual student.
Materials Available and Cost	Included is an 86 page manual with complete documentation, back-up diskettes, up-dating of the program as research warrants, nearly 700 goals and instructional objectives $650.00
Equipment	Apple II, II+ or III TRS 80 Model III

APPENDIX F

COMPUTER-PRODUCED IEPs

Individualized Educational Plan for MARY JONES 7-19-82

I. SCHOOL IDENTIFICATION INFORMATION

1. School System Name: KINGSTON

2. School System Address
   Street: 7473 KINGSTON
   City: HESPERIA
   State: CA
   Zip: 92345

II. STUDENT IDENTIFICATION INFORMATION

1. Name: MARY JONES

2. Birthdate: 7/28/73

3. Grade Assignment: 3

4. School: KINGSTON

5. Student I.D. #:

6. Dominant Language: ENGLISH

7. Parent(s) Name(s): Father - JOHN JONES
   Mother - JANE JONES

8. Address
   Street: 444 LARCH ST
   City: HESPERIA
   State: CALIFORNIA
   Zip: 92345

9. Home Phone: 948- 8888

10. Work Phone: Father - 269- 3333
    Mother -

III. I.E.P. IDENTIFICATION INFORMATION

TO BE COMPLETED AT PLACEMENT/IEP COMMITTEE MEETING

1. Type of meeting: (circle one) Initial/Review/Exit

2. Meeting Date: _____

3. This plan is to begin on: _____

   and will end on: _____

IV. STATEMENT OF PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

1. Sources of assessment data

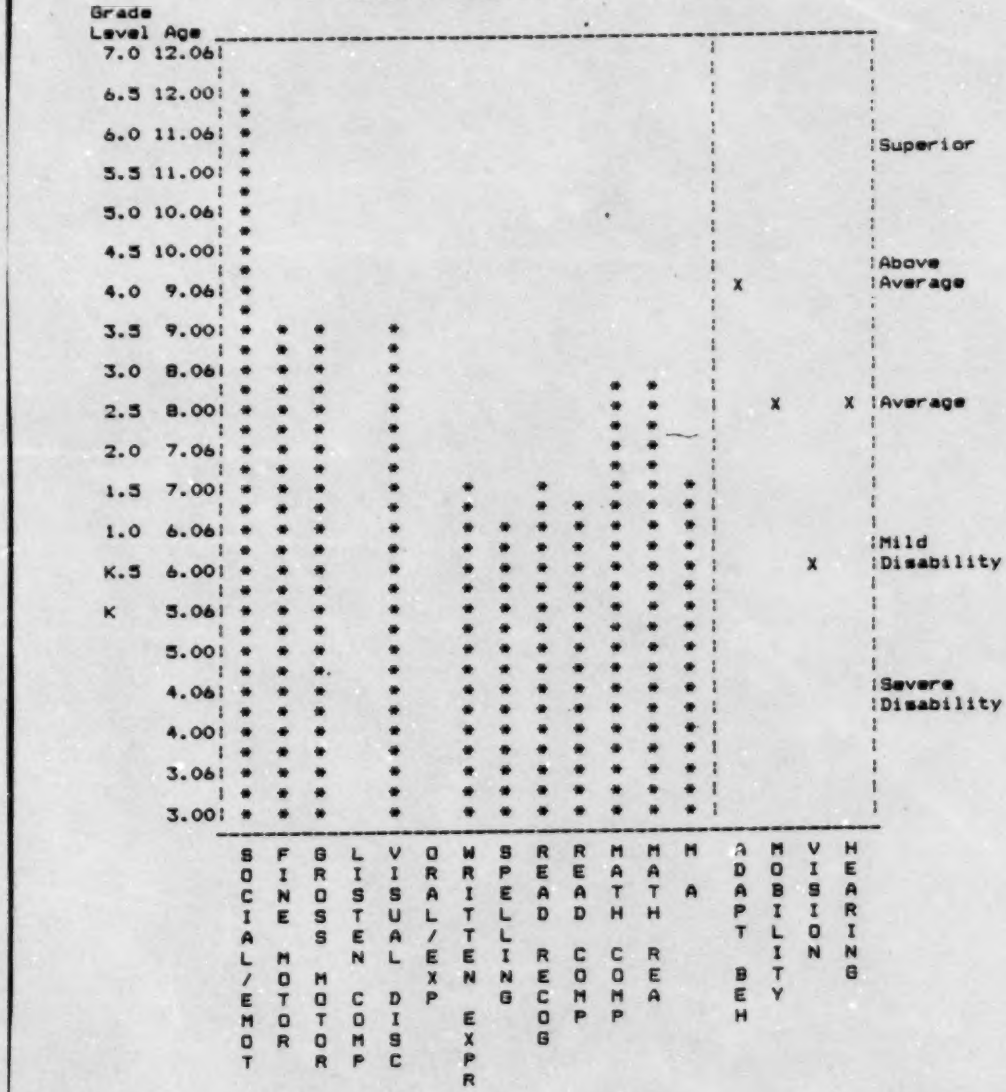
SOURCE/TESTS	Date ADMINISTERED	LEVEL
SOCIAL/EMOTIONAL		
GOODENOUGH	7-15-82	A.E.= 12
FINE MOTOR ABILITY		
BENDER	7-15-82	A.E.= 9
GROSS MOTOR ABILITY		
AGE EQUIVALENCY	4-20-82	A.E.= 9
VISUAL DISCRIMINATION		
MOTOR FREE	7-15-82	A.E.= 9
WRITTEN EXPRESSION		
WOODCOCK-JOHNSON	7-15-82	G.E.= 1.6
SPELLING		
WOODCOCK-JOHNSON	7-15-82	G.E.= 1.2
READING RECOGNITION		
WOODCOCK READING MASTERY	4-19-82	G.E.= 1.5
READING COMPREHENSION		
WOODCOCK READING MASTERY	4-19-82	G.E.= 1.4
MATH COMPUTATION		
KEY MATH	4-16-82	G.E.= 2.8
MATH REASONING		
KEY MATH	4-16-82	G.E.= 2.8
MENTAL ABILITY		
WISC-R - MENTAL AGE	7-15-82	A.E.= 7.02
ADAPTIVE BEHAVIOR		
FUNCTIONAL ADAPTIVE LEVEL	4-2-82	Above Average
MOBILITY		
FUNCTIONAL MOBILITY LEVEL	7-15-82	Average
VISION		
FUNCTIONAL VISION LEVEL	7-15-82	Mild Disability
HEARING		
FUNCTIONAL HEARING LEVEL	7-15-82	Average

2. Profile of Present Level of Educational Performance: ON NEXT PAGE

Wepman Auditory Discrimiantion Test	Below level of adequacy. Poor auditory discrimination skills.
House Tree Person	Insecurity.

I.E.P. FOR

PROFILE OF PRESENT FUNCTIONING LEVEL



I.E.P.
Page 3

3. Additional Statements on Present Level of Educational Performance
(write in at I.E.P. Meeting)

V. ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE ATTACHED AT THE END OF THIS REPORT

VI. STATEMENT OF SPECIFIC EDUCATIONAL SERVICES, WHEN INITIATED AND DURATION

TO BE COMPLETED AT PLACEMENT/IEP COMMITTEE MEETING

Type of Service/Placement*	Personnel	Frequency and Duration	Date Service Begins

*such as: resource room, speech therapy, consultation, physical therapy, self-contained class, work study, hospital, homebound, vocational skills centers, special physical education, mobility training, etc.

VII. STATEMENT OF EXTENT TO WHICH STUDENT WILL BE ABLE TO PARTICIPATE IN REGULAR EDUCATION PROGRAMS.

TO BE COMPLETED AT PLACEMENT/IEP COMMITTEE MEETING

Type of Regular Educational Programs	Personnel	Total Hours Per Week

VIII. STATEMENT OF PROPOSED EVALUATION PROCEDURES AND CRITERIA

Through teacher observation and testing a judgement will be made as to when each short-term instructional objective has been met. At the time of judged accomplishment, the date will be entered in Section V of this plan under the 'Actual Accomplishment Date' (AAD) next to each objective All annual goals and short-term instructional objectives will be reviewed once a year and up-dated as appropriate.

IX. TEAM PARTICIPANTS

TO BE FILLED OUT AT PLACEMENT/IEP MEETING

Name	Role *	Signature

* Chairperson, teacher, L.D. specialist, parent, student, psychologist, guidance counselor, principal, etc.

X. STATEMENT OF SCHOOL SYSTEM APPROVAL AND PARENT PARTICIPATION

TO BE COMPLETED AT PLACEMENT/IEP COMMITTEE MEETING

1. This plan was completed and agreed upon by the placement team.

   Team Chairperson:_____
   Signature/Date

2. I have participated in this placement / IEP committee meeting and understand the Individualized Education Program presented herein.

   Parent/Student/Guardian/Surrogate:_____
   Signature/Date

SOCIAL/EMOTIONAL

Discrepancy not great enough or Goals & Objectives not included at this level.

FINE MOTOR ABILITY

Discrepancy not great enough or Goals & Objectives not included at this level.

GROSS MOTOR ABILITY

Discrepancy not great enough or Goals & Objectives not included at this level.

VISUAL DISCRIMINATION

Discrepancy not great enough or Goals & Objectives not included at this level.

WRITTEN EXPRESSION

WRITTEN EXP./SPELLING GOAL 1.1 - The Learner Will Be Able To Clarify and Organize Ideas and Feelings Before Writing.

Short-Term Instructional Objectives:

1.1.1 PAD __/__/__ AAD __/__/__ Is able to place pictures in appropriate sequence when given three pictures illustrating a series of related events.

Criteria:_____

1.1.2 PAD __/__/__ AAD __/__/__ Is able to orally organize thoughts that will be written, before writing two or more sentences.

Criteria:_____

WRITTEN EXP./SPELLING GOAL 1.2 - The Learner Will Increase Ability To Spell Simple, Regular, One Syllable Words.

Short-Term Instructional Objectives:

1.2.1 PAD __/__/__ AAD __/__/__ Is able to spell the most commonly used two-letter, phonetically regular words, e.g., be, no, at, to, or, an, in, of, it,etc.

Criteria:_____

IEP computerized face sheet;
other parts of IEP do not use computer.

MIS D

-----SERVE/REVIEW-----MARIN SPECIAL EDUCATION REGION-----ID: MOUIJ 012566

1a.LAST NAME: 1b.FIRST NAME: 1c.M.INIT.:

2.BD(YY/MM/DD): 3.SEX (M/F): 4.LIVE W/PARENT,FOST,LCI:

5.PARENT/GUARDIAN: 6.ADDRESS:

7a.CITY: 7b.STATE: 8a.ZIP: 8b.TEL:

9.RESIDENCE DIST. NAME: 10.RES.DIST.#:

11.ETHNIC GRP: 12.PRIM.LANG.HOME: 13.ENG.ABILITY:

14.GRADE LEVEL: 15.PRIM HANDICAP: 16.LAST ASSESSED(YY/MM/DD):

17.PUPIL EDUCATIONAL NEEDS----------
1: 2: 3: 4: 5: 6: 7: 8: 9: 10: 11:

17a.PERCENTAGE OF ATTAINMENT----------
1: 2: 3: 4: 5: 6: 7: 8: 9: 10: 11:

18.NEW PUPIL EDUCATIONAL NEEDS----------
1: 2: 3: 4: 5: 6: 7: 8: 9: 10: 11:

19.INTEGRATE--INSTRUC: LUNCH: TRANS: REC/BRK: TOT.INTEG MIN:

20a.PLACEMENT DIST: 20b.PLACE.DIST #:
21a.PLACEMENT SCHOOL: 21b.PLACE.SCHOOL #:

22a.TEACHER-LAST/INITIAL : b:

22c.PROGRAM-DISTRICT/MARIN: d:

22e.ENROLL DATE (YY/MM/DD): f:

23.NEXT REVIEW (MM/YY): 24.FINAL EXIT (YY/MM/DD):

25.ACTIVE (Y/N): 26.MEETING DATE (YY/MM/DD):

27.FORM NUMBER: 28.PROGRAM LAST DEC.:

29.SIGNATURES:

Revised 9/7/82

FORM: SASOO1

SIMI VALLEY UNIFIED SCHOOL DISTRICT
I.E.P. FOR THE 1982/83 SCHOOL YEAR

PRINT DATE: 8/31/82
PAGE 1 OF 3

DP # SCHOOL 30 GRADE 11 DOB SEX B TEACHER 108

LAST CHANGE DATE: 6/18/82

NAME
ADDR
UNIT - PO BOX
CITY SIMI VALLEY CA 93063
PHONE 805

REFERRAL DATE: 0/00/00
PLACEMENT DATE: 1/17/77

CLASSIFICATION 32-BEHAVIOR DISORDERS
PLACEMENT 04-SPECIAL DAY CLASS/REGULAR SCHOOL CAMPUS
ANTICIPATED PLACEMENT DURATION 05-7 TO 9 YEARS

LAST ASSESSMENT 3/10/80

PRIMARY LANGUAGE: HOME ENGLISH STUDENT: _____

PRESENT LEVELS OF FUNCTIONING: MOTOR FUNCTIONING-VERY DEFICIENT (46). ADAPTIVE BEHAVIOR-INTERPERSONAL ADJUSTMENT-HEALTH COMPONENT-LEARNING POTENTIAL-ABOVE AVERAGE (81). ORAL EXPRESSION-MARGINAL (113). WRITTEN EXPRESSION-VERY DEFICIENT (126). LISTENING COMPREHENSION-ADEQUATE (132). READING COMPREHENSION-BASIC READING SKILLS-MATH CALCULATION-VERY DEFICIENT (166). MATH REASONING-VERY DEFICIENT (176).

REGULAR PROGRAM PARTICIPATION 05-WILL PARTICIPATE IN REGULAR PROGRAM FOR DESIGNATED INSTRUCTIONAL PHYSICAL EDUCATION PROGRAM 03-ADAPTIVE
RELATED SERVICES 01-SPEECH/LANGUAGE INSTRUCTION: SEE FILE. 08-COUNSELING, GUIDANCE AND PREFERENTIAL SCHEDULING. 19-EXTENDED SCHOOL YEAR SERVICES.

METHODS AND MATERIALS 40-MULTISENSORY EMPHASIS. 53-TOKEN REINFORCEMENT. 54-SOCIAL REINFORCEMENT. 55-TIME OUT.

GRADUATION STANDARDS: IN ADDITION TO MEETING UNIT AND ATTENDANCE REQUIREMENTS THE FOLLOWING PROFICIENCY STANDARDS WILL BE MET: 12-WILL PASS STANDARD READING PROFICIENCY EXAM AT J.H. LEVEL. 23-WILL PASS STANDARD LANGUAGE PROFICIENCY EXAM AT ELEM LEVEL. 33-WILL PASS STANDARD MATH PROFICIENCY EXAM AT ELEM LEVEL. 77-EXEMPT FROM TIME LIMITS.

REVIEW 006 DATE 6/04/82 PURPOSE 04-ANNUAL REVIEW BODY 01-I.E.P.T. - SCHOOL

RECOMMENDATIONS BASED ON REVIEW 05-CONFIRM CLASSIFICATION AND PLACEMENT - MODIFY/UPDATE I.E.P.

PARENT RESPONSE 05-ACCEPTS EDUCATIONAL PLAN

PARENT PARTICIPATION 08-NO PARENT ATTENDED CONFERENCE

PARENT RESPONSE: (CIRCLE ONE)
I HAVE BEEN INFORMED OF MY RIGHTS....YES - NO
I HAVE PARTICIPATED IN THE DEVELOPMENT OF THIS IEP....YES - NO
I ACCEPT PLACEMENT IN SPECIAL EDUCATION....YES - NO

PARENT SIGNATURE _____ DATE _____

PARENT SIGNATURE _____ DATE _____

DATE _____ ADMINISTRATIVE DESIGNEE _____ DATE _____ SPEECH THERAPIST _____ DATE _____ OTHER _____

DATE _____ TEACHER _____ DATE _____ SCHOOL NURSE _____ DATE _____ OTHER _____

DATE _____ PSYCHOLOGIST _____

182

Simi Valley Unified IEP

P L	OBJV	E C	E S	I R	R C	EDUCATION PLAN GOALS	REPORT CODE
	000					ANNUAL GOAL: DEVELOP MOTOR FUNCTIONING.	
3	035	1	3	4	___	70% OR MORE OF THE TIME, THE STUDENT PERFORMS PHYSICAL FITNESS ACTIVITIES AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE ADAPTIVE PE TEACHER.	
3	035A	1	3	4	___	70% OR MORE OF THE TIME, THE STUDENT PERFORMS STRENGTH DEVELOPMENT EXERCISES AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE ADAPTIVE PE TEACHER.	
3	035B	1	3	4	___	70% OR MORE OF THE TIME, THE STUDENT PERFORMS CARDIO-RESPIRATORY EXERCISES AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE ADAPTIVE PE TEACHER.	
	200					ANNUAL GOAL: DEVELOP SOCIAL - EMOTIONAL FUNCTIONING.	
3	213A	1	3	3	___	70% OR MORE OF THE TIME, THE STUDENT INCREASES LENGTH OF WORKING TIME AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
1	214J	1	3	3	___	50% OR MORE OF THE TIME, THE STUDENT INCREASES ATTENDANCE DAYS AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
8	223D	1	3	3	___	30% OR LESS OF THE TIME, THE STUDENT ATTENDS A REGULAR CLASS FOR INTEGRATION AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
	300					ANNUAL GOAL: DEVELOP ORAL/WRITTEN COMMUNICATION.	
3	376X	2	3	3	___	70% OR MORE OF THE TIME, THE STUDENT WRITES SPECIFIED SENTENCE USING CORRECT CAPITALIZATION AND PUNCTUATION AS MEASURED BY TEACHER MADE TEST AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
3	384H	2	3	3	___	70% OR MORE OF THE TIME, THE STUDENT SPELLS TWO SYLLABLE WORDS AS MEASURED BY TEACHER MADE TEST AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
	400					ANNUAL GOAL: DEVELOP READING SKILLS.	

P L	OBJV	E C	E S	I R	R C	EDUCATION PLAN GOALS	REPORT CODE
2	434S	2	3	3	___	60% OR MORE OF THE TIME, THE STUDENT READS VERBS WITH INFLECTIONAL ENDINGS AS MEASURED BY TEACHER MADE TEST AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
3	435C	2	3	3	___	70% OR MORE OF THE TIME, THE STUDENT IDENTIFIES LEVEL I PREFIXES: UN, NON, IN, IM, DIS, RE, MIS, MID,OVER, UNDER, PRE, POST, AND AUTO AS MEASURED BY TEACHER MADE TEST AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
	500					ANNUAL GOAL: DEVELOP MATH SKILLS.	
3	5318	2	3	3	___	70% OR MORE OF THE TIME, THE STUDENT FINDS FRACTIONS EQUAL TO A GIVEN FRACTION OR WHOLE NUMBER (EQUIVALENT FRACTION) AS MEASURED BY TEACHER MADE TEST AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
3	830	1	3	3	___	70% OR MORE OF THE TIME, THE STUDENT IMPROVE CAREER KNOWLEDGE OF CHOSEN CLUSTERS AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
3	832	1	3	3	___	70% OR MORE OF THE TIME, THE STUDENT PERFORMS TASKS SHOWING IDENTIFICATION OF CAREER CLUSTER CHOISE AS IS RELATED TO VALUES, INTERESTS AND ABILITIES AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
3	833	1	3	3	___	70% OR MORE OF THE TIME, THE STUDENT PERFORMS TASKS SHOWING IDENTIFICATION OF SKILLS, RESPONSIBILITIES AND REQUIREMENTS OF CHOSEN CLUSTER JOBS AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	
3	971	1	3	3	___	70% OR MORE OF THE TIME, THE STUDENT PERFORMS SKILLS IN DRIVER EDUCATION FOR THE HANDICAPPED AS MEASURED BY TEACHER OBSERVATION AND REPORTED ANNUALLY BY THE SPECIAL CLASS TEACHER.	

NORTH EAST ORANGE COUNTY SELPA

PROPOSED INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP DATE: 3/14/88
ANNUAL REVIEW DUE: 3/14/89
STUDENT NAME: [redacted] THREE YEAR EVALUATION: 2/01/85
STUDENT ID: [redacted] SPECIALIST: REID, S.

SECTION I DEMOGRAPHIC DATA

BIRTHDATE: 1/01/69 CA: 14 SEX: F GRADE: 08

ADDRESS: [redacted] CITY: BREA ZIP: 92621

GUARDIAN: [redacted] FATHER PHONE [redacted] HOME
(___)___-____ WORK

HOME LANGUAGE: ENGLISH ENGLISH PROFICIENCY: FEP NO INTERPRETER REQUIRED

DISTRICT OF RESIDENCE: BREA OLINDA SCHOOL DISTRICT
DISTRICT OF ATTENDANCE: PLACENTIA SCHOOL DISTRICT
SCHOOL OF ATTENDANCE: TUFFREE JUNIOR HIGH

SECTION II PRESENT LEVEL OF PERFORMANCE, GOALS AND OBJECTIVES

SELF HELP/DAILY LIVING SKILLS (1000)

SKILLS ARE ADEQUATE

COMMUNICATION SKILLS (2000)

DEFICITS ARE NOTED IN THE AREAS OF:

2110 ORAL COMMUNICATION SKILLS

PRESENT LEVEL OF PERFORMANCE (TEST SCORES, TEST/DATE): _____
_____
_____
_____
_____

GOAL: 2110 ORAL COMMUNICATION SKILLS

OBJECTIVE 2112AN - BY __/__ STUDENT WILL:
RESPOND TO/CONCEPTUALIZE ABSTRACT QUESTIONS
AS DETERMINED BY: TEACHER OBSERVATION ACCURACY: 50 % OR MORE
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____
_____
_____ OBJECTIVE FULFILLED ___

PROPOSED IEP FOR [redacted]

CONTINUING SECTION II PRESENT LEVEL OF PERFORMANCE, GOALS AND OBJECTIVES

COMMUNICATION SKILLS (2000)

GOAL: 2110 ORAL COMMUNICATION SKILLS

OBJECTIVE 2112AP -: BY 3/84 STUDENT WILL:
DISTINGUISH BETWEEN SPOKEN MESSAGES WHERE INFORMATION CHANGES
AS DETERMINED BY: TEACHER OBSERVATION ACCURACY: 50 % OR MORE
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____
_____
_____ OBJECTIVE FULFILLED ___

OBJECTIVE 2112BL -: BY 3/84 STUDENT WILL:
USE NEW WORD(S) APPROPRIATELY IN SENTENCE IN CONTROLLED SETTING:
AS DETERMINED BY: TEACHER OBSERVATION ACCURACY: 60% OR MORE
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____
_____
_____ OBJECTIVE FULFILLED ___

OBJECTIVE 2113BZ -: BY 3/84 STUDENT WILL:
USE CORRECT SYNTAX IN SENTENCE PATTERN
AS DETERMINED BY: TEACHER OBSERVATION ACCURACY: 70% OR MORE
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____
_____
_____ OBJECTIVE FULFILLED ___

PSYCHOMOTOR SKILLS (3000)

SKILLS ARE ADEQUATE

ACADEMIC SKILLS (4000)

DEFICITS ARE NOTED IN THE AREAS OF:

4110 READING
4210 MATH
4310 SPELLING

PROPOSED IEP FOR [redacted]

CONTINUING SECTION II PRESENT LEVEL OF PERFORMANCE, GOALS AND OBJECTIVES

ACADEMIC SKILLS (4000)

PRESENT LEVEL OF PERFORMANCE (TEST SCORES, TEST/DATE): _____

GOAL: 4110 READING

OBJECTIVE 4115AV - BY 3/84 STUDENT WILL:
IDENTIFY DEFINITIONS FOR SPECIFIED WORDS FROM CONTENT AREAS
AS DETERMINED BY: SPACHE DIAGNOSTIC RE ACCURACY: 60% OR MORE
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____ OBJECTIVE FULFILLED ___

OBJECTIVE 4115BG - BY 3/84 STUDENT WILL:
IDENTIFY ANTONYM FOR NOUN WORDS, VERBS, ADJECTIVES,
PREPOSITIONS, AND PRONOUNS
AS DETERMINED BY: DETROIT TESTS OF LEA ACCURACY: 60% OR MORE
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____ OBJECTIVE FULFILLED ___

OBJECTIVE 4116AH - BY 3/84 STUDENT WILL:
DEMONSTRATE MONTHS GROWTH IN COMPREHENSION SKILLS
AS DETERMINED BY: SPACHE DIAGNOSTIC RE ACCURACY: 90% OR MORE
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____ OBJECTIVE FULFILLED ___

GOAL: 4210 MATH

* OBJECTIVE _____ - BY 3/84 STUDENT WILL:
AS DETERMINED BY: KEY MATH DIAGNOSTIC ACCURACY: 90% OR MORE
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____ OBJECTIVE FULFILLED ___

PROPOSED IEP FOR [redacted]

CONTINUING SECTION II PRESENT LEVEL OF PERFORMANCE, GOALS AND OBJECTIVES

ACADEMIC SKILLS (4000)

GOAL: 4310 SPELLING

OBJECTIVE 4312AN -: BY 3/84 STUDENT WILL:
DEMONSTRATE GROWTH IN SPELLING SKILLS OF AT LEAST
MONTHS
AS DETERMINED BY: PEABODY INDIVIDUAL A ACCURACY: *_____
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____
_____
_____ OBJECTIVE FULFILLED ___

* OBJECTIVE _____ -: BY __/__ STUDENT WILL:
_____
AS DETERMINED BY: _____ ACCURACY: _____
PERSON RESPONSIBLE: SPECIAL DAY CLASS TEACHER
EVALUATION COMMENTS _____
_____
_____
_____ OBJECTIVE FULFILLED ___

PREVOCATIONAL SKILLS (5000)

DEFICITS ARE NOTED IN THE AREAS OF:

5110 PRE-VOCATIONAL - FUNCTIONAL ACADEMICS

PRESENT LEVEL OF PERFORMANCE (TEST SCORES, TEST/DATE): _____
_____
_____
_____
_____

GOAL: 5110 PRE-VOCATIONAL - FUNCTIONAL ACADEMICS

* OBJECTIVE _____ -: BY 6/83 STUDENT WILL:
_____
AS DETERMINED BY: WORKSAMPLES ACCURACY: *_____
PERSON RESPONSIBLE: REGULAR PROGRAM TEACHER
EVALUATION COMMENTS _____
_____
_____
_____ OBJECTIVE FULFILLED ___

PROPOSED IEP FOR [redacted]

CONTINUING SECTION II PRESENT LEVEL OF PERFORMANCE, GOALS AND OBJECTIVES

PREVOCATIONAL SKILLS (5000)

GOAL: 5110 PRE-VOCATIONAL - FUNCTIONAL ACADEMICS

* OBJECTIVE _____ - BY 6/83 STUDENT WILL:

AS DETERMINED BY: WORKSAMPLES ACCURACY: *_____
PERSON RESPONSIBLE: REGULAR PROGRAM TEACHER
EVALUATION COMMENTS _____

OBJECTIVE FULFILLED ___

SOCIAL SKILLS (6000)

SKILLS ARE ADEQUATE

SECTION III PLACEMENT

DESCRIPTION	FREQUENCY	ANTICIPATED DURATION	EXIT YR
SPECIAL DAY CLASS / NO DIS	_____	13/09/82 _____	YES
PERSON RESPONSIBLE _____			
DIS _____	_____	__/__/__ _____	___
PERSON RESPONSIBLE _____			

SECTION IV OTHER NEEDS

PARTICIPATION IN REGULAR EDUCATION PROGRAMS/ACTIVITIES

MINUTES/PERIODS	PROGRAM CODES
_____	_____

ALTERNATE MEANS AND MODES FOR MEETING OR EXCEEDING THE DISTRICT'S PROFICIENCY STANDARDS. (IF "YES", COMPLETE ADDENDUM - GRADUATION REQUIREMENTS): ___

PROPOSED IEP FOR [redacted]

CONTINUING SECTION IV OTHER NEEDS

SPECIAL EQUIPMENT/MATERIALS/METHODS

SPECIAL TRANSPORTATION: _____

LENGTH OF SCHOOL DAY: BEGINNING TIME -: __:__ ENDING TIME -: __:__

LENGTH OF SCHOOL YEAR (IF DIFFERENT FROM THE REGULAR SCHOOL YEAR): ___

PROPOSED IEP FOR [redacted]

THIS INDIVIDUALIZED EDUCATION PROGRAM WAS DEVELOPED AND/OR REVIEWED WITH ME IN LANGUAGE AND TERMS THAT I COULD UNDERSTAND. I WAS GIVEN SUFFICIENT OPPORTUNITY TO PROVIDE INFORMATION, SUGGEST MODIFICATIONS, AND CONSIDER PLACEMENT OPTIONS I UNDERSTAND THAT THIS PROGRAM WILL BE REVIEWED AT LEAST ONCE A YEAR, THAT I HAVE THE RIGHT TO REQUEST THAT MY CHILD BE REASSESSED, AND THAT I HAVE THE RIGHT TO REQUEST THAT THIS PROGRAM BE REVIEWED OR REVISED. I UNDERSTAND THAT I MAY REFUSE CONSENT, OR MAY WITHDRAW MY CONSENT TO ANY PART OF THIS PROGRAM AT ANY TIME. I UNDERSTAND THAT THOSE PORTIONS OF THIS PROGRAM TO WHICH I GIVE CONSENT SHOULD BE IMPLEMENTED IMMEDIATELY. I HAVE RECEIVED A COPY OF THE PARENT RIGHTS.

[ ] I AGREE WITH THIS INDIVIDUALIZED EDUCATION PROGRAM AND MY SIGNATURE SO INDICATES.

[ ] I AGREE WITH THIS INDIVIDUALIZED EDUCATION PROGRAM WITH THE CHANGES AS NOTED AND MY SIGNATURE SO INDICATES.

[ ] I AGREE ONLY WITH THOSE SECTIONS OF THIS INDIVIDUALIZED EDUCATION PROGRAM WHICH I HAVE INITIALED.

[ ] I DO NOT AGREE WITH THIS INDIVIDUALIZED EDUCATION PROGRAM.

[ ] I UNDERSTAND, AND CONSENT TO MY CHILD NO LONGER RECEIVING SPECIAL EDUCATION SERVICES.

PARENT/GUARDIAN SIGNATURE	__/__/__ DATE	PARENT/GUARDIAN SIGNATURE	__/__/__ DATE

THE FOLLOWING INDIVIDUALS PARTICIPATED IN THE DEVELOPMENT OF THIS IEP:

PERSON RESPONSIBLE FOR STUDENT	__/__/__ DATE	PSYCHOLOGIST	__/__/__ DATE
PERSON RESPONSIBLE FOR STUDENT	__/__/__ DATE	SPECIAL EDUCATION TEACHER	__/__/__ DATE
INDIVIDUAL (STUDENT)	__/__/__ DATE	NURSE	__/__/__ DATE
ADMINISTRATOR (OR DESIGNEE)	__/__/__ DATE	REGULAR CLASSROOM TEACHER	__/__/__ DATE
SPEECH AND LANGUAGE SPECIALIST	__/__/__ DATE	OTHER	__/__/__ DATE
INTERPRETER	__/__/__ DATE	OTHER	__/__/__ DATE

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